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ABSTRACT

This volume is a collection of articles, practical information, program anecdotes, book and film reviews, and research abstracts on helping handicapped persons help themselves that appeared in 15 issues of "Challenge," September 1970 to May 1973. The volume has been divided into eight sections. Each article has been placed according to its major emphasis and concern. Section 1 is entitled "Philosophy and Editorials." Section 2 has the general heading "Activities" and is divided into the following subsections: "Arts, Crafts, and Games"; "Athletics and Sports"; "Core Correlated"; "Motor and Perceptual-Motor Development"; "Physical Education/Fitness"; "Swimming"; and "Wheelchair." Section 3, "Programs," has these subsections: "Adults," "Camping," "Moderately and Severely Retarded," "Ongoing," "Recreation," and "Scouting." Section 4 is entitled "Leadership." The remaining sections are as follows: Five--"Cross-Country Challenges"; Six--"Books"; Seven--"Films"; and Eight--"Research." A subject index is included. (JA)

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The BEST of Challenge

Volume II

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Preface

Willingness to share ideas, stories, practices and experiences long has been characteristic of those who are dedicated to helping handicapped persons help themselves. Thus, contributions to *Challenge* always have come unsolicited from persons involved in programs at all levels. This attitude has made possible *The Best of Challenge, Volume II.*

Included in this volume are articles, practical information, program anecdotes, book and film reviews and research abstracts from 15 issues of *Challenge*, September 1970 to May 1973. The best of the first eight years of *Challenge* is now available through Volumes I and II. This book can be used by physical education teachers, recreation personnel, special educators, administrators and supervisors, nurses, physicians, psychologists, optometrists, therapists, social workers, students, volunteers, parents – all those interested in physical education, recreation, and related areas for handicapped (especially mentally retarded) persons. The reader might find this publication useful as a text for college or high school courses and in workshops, seminars, orientation activities and in-service programs.

Each article has been placed carefully according to its major emphasis and concern; a subject index also has been included. Items dealing with training opportunities, legislation and other topics applicable for a specific time period have been omitted so that all inclusions are current.

While many activities, methods and devices can be used virtually as presented, readers who follow this limited approach will miss much. The reader should look at each article critically to determine how and why he might use the specific activities and methods. Then he can adapt, modify and apply these activities and methods with participants in his program. Additional uses become evident according to each reader's background, experience, interests and abilities; the key is how the book's ideas stimulate the reader's innovation, creativeness, originality and resourcefulness. Although many ideas in this book have been developed to meet special needs and problems of handicapped persons, they emphasize the fact that sound development programs based on logical sequences and appropriate progressions are the foundation for successful programs and approaches. Furthermore, these same ideas are quite appropriate for any physical education, recreation, motor development, or related program for individuals functioning at comparable levels. With increasing emphasis on normalization, mainstreaming and integration based on participants' similarities, these are important considerations in implementing programs for persons with various handicapping conditions.

Many resources are available to readers. In addition to listings and reviews of books, journal articles, films and other audiovisual materials, *people* and *program* contacts abound in these pages. Research and demonstration project reports emphasize application of results rather than theoretical implications. As in the case of *Challenge* itself, this compilation is of, by and for the practitioner at the grass roots level.

Today when so much lip-service is given to interdisciplinary cooperation and multiagency teamwork, it is refreshing to see dedicated individuals put growth, development and progress of those they serve above personal gain and professional recognition. Continued sharing, exchange, and interchange of the type represented by this book offer hope for future progress. Every source should be tapped to enable impaired, disabled and handicapped persons to help themselves and function as independently as possible in every community. *The Best of Challenge* is dedicated respectfully to the people who made the book possible and to the individuals the book is designed to help.

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I. PHILOSOPHY & EDITORIALS

EDITORIAL

Traditionally the new year is a time to reflect upon the past and look to the future. While there has been progress in physical education, recreation, camping, outdoor education, and related programs for the mentally retarded, much still must be done. Many questions still remain unresolved; apparent differences of opinion exist in many crucial areas. Still debated are such issues as—

Should the retarded be programed for physical education and recreation in separate or integrated settings?

How and when are the most effective and productive ways to prepare physical education teachers and recreation specialists to work with the retarded in these areas?

What is the role of the paraprofessional, volunteer, and aide in physical education and recreation for the retarded?

What is the basis for placing and guiding the retarded into physical and recreational activities?

What are the physiological effects of participating?

What are the major contributions of participating—physical? emotional? social? intellectual?

In what ways do the adapted physical education and therapeutic recreation *processes* differ?

These are just a few of the nitty-gritty problems facing us. As we move from the old to the new, each one of us needs to grapple with them in terms of the following questions.*

How can we eradicate the categorical, generic labeling concept from our thinking?

How can we retrain our thinking into creative ways regarding physical education and recreation programs, activities, methods, and approaches for the handicapped and mentally retarded?

How can we put aside our provincialisms, our empires, our petty ego defenses in all agencies, organizations, and groups to interact meaningfully to build educational and recreational programs based on the *participant's* characteristics?

EDITORIAL

An old Indian prayer admonishes, "Great Spirit, grant that I may not criticize my neighbor until I have walked a mile in his moccasins." Borrowing from this theme, how many who work diligently with impaired, disabled, and handicapped persons truly understand and appreciate the inner feelings and frustrations of those served? How often is what is thought to be appropriate and best for special populations imposed or even superimposed upon them *with little if any consideration for what they really want?* So often we are influenced by categorical generalizations that have no relevance for activities, individuals, or groups. Too many adults are inclined to sympathy while children and youth are more likely to empathize with their peers. Youngsters see each individual as a person of worth and dignity in terms of what he can do, while many adults see only conditions and what people cannot do. In addition to taking a lesson from the many successful teenage volunteers who reach youngsters with all types of handicapping conditions it is time that we involve and listen to the consumers served. How many handicapped people actually serve on the advisory boards, planning groups, or evaluation teams which influence their destiny? Organizations that fail to include constituents in these important aspects of programs and activities are not providing opportunities for those served to become as independent as possible. People who say it can't be done are letting their negative expectations show. Individuals and groups can make impossible dreams come true. Participants want to be and *must be* involved in decision-making processes that influence their present and future lives. An excellent case in point is the position taken by many groups planning nature trails, fragrance gardens, and touch museums for the blind. These specialized facilities tend to segregate blind people and perpetuate stereotyped thinking and misconceptions about them. Visually impaired persons themselves, speaking through the American Foundation for the Blind, recommend that nature trails, gardens, and museums be designed with nonvisual as well as visual experiences in mind for the enjoyment of everyone. Advocacy at all levels for those who have in the past been ineffective in fighting for their own causes has been important to progress in these areas. Recent trends to involve consumers are helping to give greater impetus and impact to advocacy activities. It's time to take stock and take action.

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*Based on "Educational Services Based on Learning Characteristics of Pupils," William F. Hall (*Changing Patterns of Professional Preparation and Services in Special Education*, Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, Colorado, June 1970)

Teaching & evaluating physical edu

HOLLIS FAIT / University of Connecticut, Storrs

THE emphasis was on providing good programs for the mildly and moderately retarded during the early stages of programing in physical education for the mentally retarded. It is understandable that this should have been the case because of recognizable similarities between responses of mildly and moderately retarded children and those of nonretarded youngsters. Mildly and moderately retarded children are able to run, jump, catch, and throw a ball in much the same way these skills are performed by their contemporaries. Severely and profoundly retarded, on the other hand, have few motor characteristics in common with nonretarded children. They do not respond in ways that are familiar to teachers accustomed to children in ordinary classrooms. The severely or profoundly retarded child does not listen well, if he listens at all. His responses, if he makes any, are vague and meaningless. He cannot catch a ball or execute similar motor skills nor does it appear that he cares one way or another.

It was, therefore, some time after physical education programs for mildly and moderately retarded had been established that physical educators began to investigate the possibilities of improving the motor skills and physical fitness levels of severely and profoundly retarded. In initial studies and experimentation, a large percentage of these children were found to show positive changes in motor ability as the result of participating in well planned and well presented physical education programs.

The range of activities in physical education programs for severely and profoundly retarded is necessarily limited. Experiences offered should be ones that develop basic, everyday skills such as lifting the feet over objects and going up steps. The way in which activities are presented by teachers is extremely important in achieving good results.

In teaching severely and profoundly retarded, two or three different activities may be presented in one class period. If a child refuses to participate in one kind of activity, he may take part in another. Participation in any one activity should be rather short. Retarded children often perform best the first few times they try a skill. Consequently, it is to their advantage to end practice periods before boredom or frustration occur. After leaving one activity teachers may return to it in a few minutes or at some time before the period is over; activities should be presented every day until learned. After the skills of an activity have been mastered, new activities may be introduced. Skills already learned should be reviewed briefly from time to time.

Teaching these students requires great patience and kindness. Teachers should never resort to pressure tactics to achieve improvement. They must realize that improvement may come very slowly and that they must work patiently with students until it comes.

Firm control of students must be exercised without resort to threats and punishment. Discipline must take a form that the child is capable of comprehending. Punishment and withdrawing privileges have very little meaning for these children.

Praise for good conduct and withholding approval for poor conduct are more effective because most children understand these. Praise should be offered generously for any efforts students make. The effort may not result in successful performance, but the fact that it was made should be recognized by teachers and favorably commented upon.

Verbal praise has its limitations, however, because many of these children do not comprehend the spoken word, so other means of rewarding successful behavior should be considered. An effective method of *operant conditioning*, using candy as a reward, was used effectively in teaching motor skills in physical education in research at Mansfield Training School (Connecticut).

Operant conditioning is a behavior modification technique utilizing reinforcement: reward of some sort is consistently given for a specific behavior immediately after the action. For some students, praise or knowledge that the attempt was successful is sufficient reinforcement. For others, especially those low on the scale of retardation, a reward of candy is effective. When using reinforcement, the time between reinforcement and desired behavior must be as short as possible; otherwise the child is not always certain why he is being rewarded. The reward should be given consistently and given only for performing at maximum capacity.

The article on these pages is based on a paper presented at the SPECIAL EDUCATION WORKSHOP, Dr. Joseph H. Ladd School, Exeter, Rhode Island, March 12, 1970.

A movement that is made up of two or more parts must be broken into its components and each taught separately. For example, the movement pattern of reaching for and picking up a ball may be broken into these components: (1) make a movement in the direction of the ball, (2) touch the ball, (3) place the fingers around the ball, and (4) lift up the ball. The child is first encouraged to reach for the ball; any effort to do so is rewarded with candy and words of praise. Thereafter, the reward is given when the child reaches the same distance or a greater distance than his initial effort. Whenever he reaches a greater distance, bringing his hand closer to the ball, the new distance becomes the point of reinforcement. When the child finally touches the ball, this becomes the point of reinforcement; likewise, when he grasps it and when he picks it up. After the child has mastered the skill, the candy reinforcement is gradually withdrawn. Praise and approval continue to be given for successful effort; eventually, they can be used entirely as the reinforcer.

Although physical education programs for severely and profoundly retarded are being developed, little attention has been given to means of evaluating the results of these programs. It is, of course, absolutely essential to determine the progress of the children in order to know what activities and methods are most successful.

One method of evaluation is subjective analysis based on careful observation by the teacher of the quality of performance and the behavior of each student during the physical education class. Observations are recorded in brief form as soon after class as possible; these notes can then be used in writing up evaluations of each student's progress at the end of designated periods. These notes will also reveal a good deal about the effectiveness of the teaching methods and the materials used.

Use of objective tests is limited by the lack of suitable test instruments. However, experimentation and research are under way to develop them.

A test developed at the Mansfield Training School serves as an example that can be used to objectively evaluate progress in specific motor skills. Test items were developed to measure progress in certain core activities: (1) crawling, (2) rolling, (3) walking up and down stairs, (4) running, (5) grasping objects, (6) throwing, (7) catching, (8) balancing, (9) jumping off obstacles, (10) stepping over and into objects, (11) bouncing, (12) climbing over, upon, and off objects, and (13) kicking. For each test item the range of possible responses was determined and each response assigned a numerical value according to its degree of difficulty. Each test was constructed so that a child making a specific score would be able to make all responses with a lesser value. For example, a child who scored three on *crawling* would be able to perform responses from zero through three. A score of two represents average ability to perform the motor skill of students whose IQ is in the range of 0-34 and who are not physically handicapped. A total score may be calculated by adding the scores of test items and dividing by the number of test items administered.

A study by Crampton in the early part of this century showed that highly trained and well conditioned athletes had lower pulse rate differences between lying and standing positions than those not in good physical condition. Later studies did not confirm his findings, so that this measurement as a means of evaluating cardiorespiratory efficiency was abandoned. Recent reinvestigation of this measurement indicates that, although pulse rate differences are not good indicators of physical condition when comparing those in average condition with those in superb condition, they may be reliable indicators when measuring those who are extremely sedentary, as the severely and profoundly retarded usually are.

Although my study is not complete, I have found some observable lessening of pulse differences in extremely sedentary retarded youngsters after they have been conditioned in an exercise program consisting mainly of running. In some cases, basic pulse rate is lower after a conditioning program. If this finding proves to be true in subsequent examination, and we can reasonably expect that most extremely sedentary severely and profoundly retarded will respond in this manner, then we will have a valid test of conditioning—more specifically, a test of cardiorespiratory endurance. Such a test will be extremely useful to teachers who wish to determine the effects of any specific physical education activity upon the cardiorespiratory endurance of any child in the program.

EDITOR'S NOTE: Another study to provide a means of evaluating motor ability in the severely and profoundly retarded is being conducted by Jean Calder, University of Queensland, St. Lucia, Brisbane, Queensland, Australia, under the direction of Hollis Fait. Miss Calder is attempting to establish a MOTOR AGE *classification.*

The term MOTOR AGE *for this project is a composite score from motor skill tests that indicates the age level at which certain motor abilities generally develop in normal children 0 to 5 years of age; or, if the results of testing indicate that a composite score cannot be achieved, the term will be applied to the age level at which a specific skill is generally developed in normal children. The* MOTOR AGE, *when determined, will become a standard for evaluating motor ability and for programing physical education for the severely and profoundly retarded.*

The rationale for the project is based upon the following: normal youngsters tend to develop certain motor characteristics during specific periods of their childhood so that the mean characteristics can be determined for any given age. If the specific motor skills that develop at certain age levels in normal youngsters also develop in the same order in retarded youngsters, if they are developed at all, but at a later age—as would probably be the case since retarded youngsters do mature more slowly—scores can be determined from a battery of motor skill tests that will indicate the motor age level of the retarded individual. If the specific motor skills for the retardates do not develop in the same order as that of normal youngsters, it will nevertheless be possible to develop a Motor Age Profile Chart that will show the motor age for each individual activity.

cation for severely & profoundly retarded

EDITORIAL

Every generation must learn through experience that fire burns! Unfortunately this painful truth often limits educational progress and restricts programs. Many of us are reluctant—even refuse—to draw from experiences of others to enrich and expand programs and activities. After facing the same problems, suffering the same frustrations, traveling the same route, and finally reaching the same conclusion, we sheepishly say, "Well, they were right after all!" We need to project from the shoulders of our predecessors, go from the known to meet new challenges and expand horizons. Our own growth, development, and progress, as well as that of those we serve, are dependent upon this process.

It is ironic that despite great advantages and being close to primary sources of scientific and technological advances we fail to use and apply specific data and use the processes involved. We too often are afflicted with hardened categories, professional myopia, petty jealousies, personal empires, and mind claustrophobia. For example—

- Generalizations still abound that the retarded are two to six years behind their age peers in motor development, physical performance, and in related movement activities!
- Generalizations continue about relationships of gross and fine motor skills, physical activities, and movement patterns, not recognizing their rather specific nature and that transfer occurs only under definite conditions.
- Contributions of personal attention, feeling important, and success are not considered prime factors.
- Integrating or separating retarded and handicapped is still in terms of *either-or* placement, not based on specific activities and an individual's abilities, interests, and experiences.
- Information from other disciplines—nutrition, special education, psychology, medicine, neurology—is overlooked and ignored in determining cause and effect relationships of an individual's success or failure in specific programs and activities.

Interdisciplinary and multiagency teamwork must spell A-C-T-I-O-N, not simply be words in a hollow sermon. Great strides have been made in implementing normalization principles in the Scandinavian countries and in other nations of the world through such cooperation and coordination. It's time we come out of our cocoons, to see what our friends and neighbors all over the world are doing. Let's face it—fire does burn, so we can get on with our job of harnessing and corraling fire for the benefit of all mankind.

EDITORIAL: A Word about Competition

Competition, like play, progresses through definite and identifiable stages in which a youngster strives to attain a goal that is *important to him*. He—

- Competes with himself to improve his own performance as he tries to do more sit-ups or push-ups, jump rope longer, or throw a ball higher into the air and catch it.
- Competes with himself against his own best performances as he tries to run the 50-yard dash or swim the 25-yard freestyle faster, and jump higher or further.
- Tries to attain specific goals to receive a medal, certificate, patch, ribbon, points, other recognition, or the personal satisfaction of accomplishment.
- Cooperates with others to achieve a mutual goal such as winning a relay, simple game, or lead-up activity.
- Competes with others to win a position on a team or in a group in which only a certain number can participate and/or compete against other teams or groups.

Individual and group competition parallel individual and group play in other ways. Individual activities can provide retarded youngsters with individual challenges and the inner satisfaction of success and accomplishment. This motivates many of these youngsters to try harder and to do better as they strive to improve their previous best performances.

Help each youngster learn to play hard and to compete to the fullest in everything he does so as to create a success cycle. Help overcome the pattern of failure and frustration that often plagues retarded youngsters who have not had opportunities to play, participate, compete, and achieve. One successful experience usually leads to other achievements which in turn help develop self-confidence and belief that "I can" and "I will" rather than "I can't" and "I won't."

It is important to tell youngsters that they may do their best to win and still not come in first. Even though they practice hard, take part in every class or workout, and run as fast, jump as high, or throw as far as they can in competition, they may lose. When they understand this, they have won a victory for themselves, over themselves. Although someone else finished first, active participation in sports, athletics, physical education, and recreation activities has become a truly educational experience. This approach will inspire youngsters to try harder next time—do not insult their intelligence by telling them they've won when it is obvious they haven't!

When retarded youngsters become active participants, tryers, and doers rather than passive spectators, sitters, and watchers, they've started to develop confidence which leads to success in all walks of life. Constructive competition contributes mightily to participation, achievement, and victory.

EDITORIAL

Traditionally impaired, disabled, and handicapped individuals have been classified according to specific physical, mental, emotional, or social conditions. Basic to a categorical approach is the assumption that all persons with the same condition have identical needs, interests, abilities, and disabilities. To plan one program for all individuals with a specific condition is no more valid and justified than planning one program for all children of the same chronological age, the same sex, or from the same state. Failure to recognize the uniqueness of every person negates and contradicts the concept of individual differences. However, basic understanding of the nature of specific impairments, disabilities, and handicaps is an important prerequisite to implementing non-categorical approaches. While the focus of many individuals, programs, and activities is non-categorical, it is recognized that some individuals, programs, and activities have to place greater emphasis upon categorical approaches.

Specifically applied to physical education and recreation programs, a non-categorical approach focuses on the individual as he functions in various types and levels of programs and activities. His total physical, mental, emotional, and social characteristics influence involvement, success, achievement, and satisfaction from physical education and recreation activities. A non-categorical approach deals with real people, not conditions which may or may not affect ones ability to perform certain movements, physical skills, motor activities, or to participate in recreational-leisure endeavors.

The very essence of non-categorical philosophy is part and parcel of the definition of adapted physical education that has been accepted by the profession for over 20 years. The key question to special programming in physical education and recreation for persons with various handicaps is his ability to participate safely, successfully, and with personal satisfaction in activities and programs with his peers. This in itself stresses each participant's motor ability, physical proficiency, recreational skills, as well as other aspects of his total mental, emotional, psychological, and social development. The fact that he is handicapped may have no relevance or affect his ability to take part in physical education, recreation, athletics, and related activities. As is so basic to these activities themselves, emphasis is upon ability, potential, and his positive characteristics and traits. Put another way, *a difference is a difference only when it makes a difference!*

EDITORIAL

And the controversy goes on . . . and on . . . and on! Do the mentally retarded benefit more from placement in special programs—or from opportunities to participate in regular programs? More specifically, should the mentally retarded, especially the moderately retarded, participate in special physical education and recreation programs—or should they be integrated and assimilated into regular programs and activities? Answers cannot be generalized on the basis of categories or labels. Because an individual has an IQ (whatever that is!) that legally classifies him as mentally retarded, we must not assume that he functions at this level in everything he does. Just as no single person is gifted in every area, no individual is retarded in all activities. Many retarded youngsters perform at levels commensurate with or better than their peers and contemporaries. This is especially true in physical activities.

The American education system is predicated upon the principle that programs, activities, approaches, and procedures are governed by each individual's needs, abilities, interests, and limitations. But often, educational decisions are based upon highly specific conditions and criteria which are not relevant to the activities of immediate concern; often, decisions are made indiscriminately on the basis of some generic category or label. This reflects the great American tragedy—*hardening of the categories!*

The major criterion for placing an individual in physical education and recreation activities should rest on his ability to function safely, successfully, and with satisfaction in the activity of immediate concern. On occasion it is necessary to adapt or modify activities and techniques for the retarded, but this does not provide *carte blanche* endorsement of special classes and separate programs that take the retarded away from the mainstream of society.

The breadth of activities in physical education and recreation is so great that discriminate and intelligent integration can be used to accomplish desired goals for the retarded. But we cannot achieve this when bound by tradition, shackled to convention, or guided by models from other disciplines. Physical educators and recreation personnel have opportunities—and the responsibility—to take the lead, to exert initiative, and to show the way in breaking the status quo. We must have the courage of our convictions to do and say what we know and feel are best for the retarded and society.

SEPARATION

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This topic of separation or integration would probably be of less professional interest were it not for controversy related to classification and labeling, especially of mentally retarded persons. There seems to be little controversy concerning separate programs for orthopedically handicapped, blind, deaf, and hard of hearing. If by some stroke of magic all labels were eliminated, needs of boys and girls would not be altered in the least. Are we not, in reality then, discussing the pros and cons of homogeneous grouping in meeting the individual needs of boys and girls? Assuming that the most important area of concern is with the integration or separation of the educable mentally retarded, the focus of this article will be in that direction.

Because physical education is such an integral part of the total educational program, it is important to look at this topic as it relates to the education of impaired, disabled, and handicapped persons as a whole. Concern for differences relevant to the integration and grouping of youngsters for regular classrooms are also basic to integration and grouping for physical education . . . . . differences in motor ability, peer group acceptance, conceptualization, and emotional stability. Concern for these differences compels us to show some consideration for homogeneous grouping. Rejection of the principle of homogeneity would lead to advocacy of random grouping. A class might have children IQ 25 to 150 and ages 5 to 20. A physical education class might include children at both ends of the ability continuum. If the educable mentally retarded do not need homogeneous grouping, can we not apply similar logic for trainable retarded, blind, and gifted?

I want to discuss a program which separates youngsters for *educational purposes.* A program designed to serve youngsters so different in mental, physical, emotional, and social characteristics that they can not achieve full potential in regular school classes. The rationale for this article is based on the philosophy and success of the Special School District of St. Louis County, Missouri, and my own personal experience as a physical education consultant for the district.

- Voters of St. Louis County created the district in 1957 to include some 496 square miles and serve 26 individual school districts.
- It has its own school board and supervisory administrative staff.
- The district has a tax base of 3 and ¾ billion dollars with an operating levy of 35 cents per one hundred dollars assessed property evaluation.
- Eight special education buildings and two technical high schools are currently operated by the district.
- Children are assigned to programs only after educational, psychological, pediatric, and communication specialists individually examine and collectively staff them.

It is our contention that many who oppose special classes are opposing the worst that too frequently has characterized such classes –

- 3 to 6 years in age range
- substandard locations
- substandard teachers
- substandard materials and supplies
- grossly inadequate diagnostic data and continuity of programming.

There would be fewer critics if all EMR classes were –

- within 12 month age span
- in a standard or superior physical plant
- supervised by competent personnel
- composed of individuals admitted and assigned after psychological, pediatric, and communication specialists had individually examined, and collectively, with social worker intake, staffed them
- part of a system in which the board of education is dedicated to the education and training of youngsters with special needs and says, "We want the best possible program, and we're willing to pay for it.
- part of a system where job placement specialists aid in the transition of EMR pupils from school to job. Follow up studies of our graduates over the past ten

INTEGRATION

years show 84% successfully adulted, i.e., housewives, working, armed services, and trade school.

Other features of the Special School District could be mentioned, but let us move to the specific area of physical education. Would there be less criticism –

- if every child took part in a physical education program staffed by dually certified (special education and physical education) teachers committed to working with handicapped youth?
- the physical education program had an overall curriculum which included perceptual motor development, a strong emphasis on physical fitness, developmental games and activities, rhythm and dance, tumbling and gymnastics, swimming instruction, lifetime sports, and experiences in camping?
- the physical education program included intramurals, extramurals, and interscholastic competition and conducted them as curricular activities in order to assure that desired outcomes are realized?
- the physical education program worked toward a stated objective of developing within each youngster a positive self-concept through successful achievement in physical education activities?

Some educable retarded youngsters in St. Louis County are assigned to special classes in regular schools. These schools then provide physical education. It was in this type of setting that I first became involved in working with mentally retarded youngsters. I was the physical education teacher in a regular school. Although the idea of integrating these youngsters into regular classes was a very noble one, in reality it was questionable whether many of the retarded children would actually profit from the experience. The situation was much improved by creating a special class for those children whose needs could not be accommodated by the regular class. This model is followed in most cases in St. Louis County where a special class is located in a regular school. The success or failure in these situations is contingent, primarily upon the attitude of the administration and members of the faculty. Secondly, the physical education teacher must have some empathy for, and an understanding of, the needs of limited children. These two prerequisites are not always found. Physical proximity does not mean integration.

A physical education program directed toward attaining the usual stated objectives for each individual can tilt the balance in favor of the successful integration of youngsters having about 3/4th the normal ability into vocational as well as recreational endeavors. Let us all work together to remove the MR label from children whose potential is for blending imperceptibly into the general adult population. But let us not deprive them of the overall advantages of homogeneous grouping in special classes. Let us work to improve special classes, not abandon them simply because some are less than ideal. And above all, let us not abandon them without a constructive alternative. *Our special classes pay dividends!!*

EDITORIAL

The combination of AAHPER's Project on Recreation and Fitness for the Mentally Retarded and the Unit on Programs for the Handicapped is well into its seventh year. In retrospect, we can say that interest, opportunities, methods, techniques, and involvement in physical education, recreation, and related areas for the impaired, disabled, and handicapped have *all* increased tremendously. Programs now exist where none previously were found; existing programs have expanded and been enriched. Without implying that enough is going on, we believe a most significant finding in these last six years is the great amount of programing that is going on—and in many cases has been operating for years and years!

Many dedicated individuals have been so busy meeting the needs of those they serve that they have had little if any time to let others know about the exciting and productive things in their programs. Success stories abound and promising practices are plentiful; these need to be shared with others. Increasingly, the most pressing need in the field is to stop, take stock, and see where we are and where we need to go. A *systematic* state-by-state search of what's going on is long overdue.

Total information communication among all concerned individuals and groups is sadly lacking, despite existing federal programs responsible for collecting, storing, and distributing materials and information. Unfortunately, in these collection and dissemination efforts, little if any emphasis has been given to physical education, recreation, camping, outdoor education, aquatics, dance, and related areas. There is unnecessary and unwarranted duplication of effort and activity, because interested individuals and agencies fail to have opportunities to benefit from the efforts of others. Wheels spin as personnel, facilities, time, effort, and funds are used inefficiently and ineffectively. For example, similar or identical problems are researched and individuals propose "new and innovative approaches" that have in fact been used successfully for years!

Baby, we have come a long way together! But, Baby, we have a long way to go! The task could be eased greatly by implementing machinery to collect, store, and distribute information and materials about programs and activities. In many states the framework exists through state audiovisual, media, or materials centers linked to every community. But *someone* in each state must assume the leadership, take the initiative, and get the ball rolling. The staff of the AAHPER Unit on Programs for the Handicapped stands ready and willing to cooperate with those willing to take this step.

EDITORIAL

In recent years the Scandinavian countries have pioneered and refined normalization principles in programing for *all* mentally retarded persons regardless of their ages or functional abilities. Some of the things normalization means are:

. . . *patterns and conditions of everyday life* which are as close as possible to the norms and patterns of the mainstream of society.

. . . a *normal rhythm of day* in which one gets out of bed and gets dressed and eats under normal circumstances, even when profoundly retarded and physically impaired. Sometimes the individual may eat in large groups, but mostly in family situations which implies rest, harmony, and satisfaction. A normal daily rhythm also means not having to go to bed earlier than one's peers or younger brothers and sisters, or because of lack of personnel.

. . . a *normal routine of life*—living in one place, working or attending school somewhere else, and having leisure-time activities in a variety of places.

. . . a *normal rhythm of the year* with holidays and family days of personal significance. Most people change their life situations and refresh their bodies and minds at least once a year by going on vacation. In Scandinavia, travel, including travel abroad, has proved meaningful and valuable even for the severely and profoundly retarded.

. . . an opportunity to undergo the *normal developmental experience of the life cycle* as children, youth of school age, adolescents, adults, and aged.

. . . *standards of physical facilities*. Hospitals, schools, group homes and hostels and boarding homes should be the same as those regularly applied in society to the same kind of facilities for other citizens.

Successful implementation of normalization principles in the Scandinavian countries has been possible because of radical changes in laws predicated upon a *Bill of Rights for the Mentally Retarded*. These laws cover a wide range of community services, reflect developments which have actually taken place, and show a new line of thought concerning what communities *must* do to bring about radically improved conditions. Community agencies, volunteer groups, parent associations, and special interest organizations put aside their provincialisms, removed their petty ego defenses, and relinquished their empires to make interdisciplinary cooperation and multiagency teamwork real, viable, and operative. The personal rights, individual dignity, and abilities of the mentally retarded have been major criteria upon which programs and activities have been based.

For information contact Bengt Nirje, Ombudsman, Riksförbundet FUB, För Utvecklingsstörda Barn, David Bagares Gata 3, 111 38, Stockholm, Sweden, or Jean Edwards, Special Education Department, University of Portland, Portland, Oregon.

EDITORIAL

The world is full of paradoxes and inconsistencies. The virtues of interdisciplinary efforts and teamwork are loudly acclaimed, but the *in* thing is to do your *own* thing! Some advocate separating the retarded and handicapped from the mainstream of society, while others are staunch in their support of integration in regular and community programs. Many programs overemphasize cognitive/academic development of youngsters despite evidence about child growth that stresses the importance of early physical/motor development as a base upon which other traits and characteristics are built. Much lip service is given to working together, cooperating with persons from other areas and disciplines, and letting each contribute his unique and special competencies to improve programs and offerings for consumers, but what actually happens is that individuals and groups continue to travel the same territory and engage in the same trial and error process as others before.

We fail to use and capitalize upon the experience, the good and bad things, the plusses and minuses from the pioneering efforts of others; too many of us start at the shoe tops of our predecessors rather than climbing on shoulders to project our vision.

Relevant contributions from our own areas are overlooked and ignored, but the situation is worse when it comes to using and applying research results, empirical evidence, and gut level feelings based on experience tempered with good judgment from others areas and disciplines. Literature going back at least 50 years shows low statistical correlations among various fine motor acts, insignificant relationships between gross and fine motor acts, and even low relationships among gross motor activities. But we still insist on generalizing an individual's potential in certain physical/motor characteristics and traits from performances on certain physical/motor tasks. Even basic characteristics such as strength are being shown to be specific in terms of the range of motion and the angle through which movements are made, yet programs and methods indicate failure to recognize and admit the specific nature of motor activities. Cultural, motivational, psychological, and emotional factors affect an individual's performances and achievements, but to what extent is this new information used to guide persons responsible for physical education, recreation, camping, outdoor education, and related programs?

In an era of relevance and accountability each of us is charged with the responsibility of applying information, knowledge, and facts from all areas and disciplines to reach those for whom we are responsible.

EDITORIAL

As we embark on another school year, all those interested and involved in programs for the mentally retarded need to reflect on the past, project to the future, and recognize trends which affect and influence physical education, recreation, and related programs. Increasingly, the retarded are being kept at home so that new and comprehensive services are becoming the responsibility of many different community organizations and agencies. The mentally retarded who function at lower levels are increasingly found in the residential facilities; many more severely and profoundly retarded and multiple handicapped are in residence. Programs, activities, and approaches must concentrate on meeting the diverse needs of all these individuals.

- No longer can we accept or be satisfied with custodial types of programs. Several centers have done amazing things with these groups, especially in physical activity, recreation, camping, outdoor education, and related programs.

- More efforts must be focused on breaking communication barriers between teacher-leaders and those in these categories. Ways to capitalize upon movement, body language, and other types of non-verbal communication must be explored and fully exploited.

- Creative, original, innovative, inventive, and resourceful ways must be used to reach these groups. Tradition, convention, and the status quo cannot be allowed to justify or rationalize lack of efforts and activities. We must get these individuals off their chairs, out of the wards, and into activity. Behavior modification techniques need to be incorporated into these programs where appropriate and applicable.

- Ways to extend services of staff in clinical situations need to be explored; ways to apply and adapt clinical methods and approaches to group situations need to be introduced. Differential staffing in which professional, paraprofessional, and volunteer personnel work as a coordinated whole has much to offer. The role of foster parent and grandparent programs needs further exploration.

Federal, state, and local legislation and litigation emphasize education for all with special attention to equalizing opportunities for exceptional children. Approaches and activities stress an advocacy philosophy to assure the rights of all children with handicapping conditions, increase the number of children enrolled in pre-school special education programs, provide services for all children with low incident conditions, and expand and enrich educational services for impaired, disabled, and handicapped children in elementary and secondary programs. Assurance of thorough and efficient educational programs is proposed for all special children in locally operated programs. In some legislative mandates physical education, recreation, camping, outdoor education, and related areas are specifically designated in goals, guidelines, and criteria established to meet needs of children with various handicapping conditions. In some situations and circumstances where no special mention is made of physical education, recreation, and related areas, implications for these areas are found through direct and indirect interpretations. Children with handicapping conditions are to be provided activities and opportunities on an equal basis with their non-handicapped peers and classmates.

Research, empirical evidence, and program reports continually suggest the importance and role of movement, perceptual-motor development, physical proficiency, and motor ability in educating, training, habilitating, and rehabilitating all impaired, disabled, and handicapped youngsters. Classroom teachers, parents, volunteers, and involved members of the lay public have long recognized these needs, requested and even demanded ideas, suggestions, and assistance in these areas for these kids. Strides and progress have been made, opportunities improved, experiences enriched, and programs expanded. While much more is going on and being done than anyone realizes, the surface has still barely been scratched. With people asking, legislation authorizing, and litigation demanding, the die has been cast. General and specific mandates and applicable litigation make it necessary for professional leadership to initiate programs and activities where none now exist and to expand and enrich existing ones. It behooves all physical educators and recreation personnel, especially those involved in adapted and therapeutic programs, to heed the signs of the times, take the bull by the horns, and initiate appropriate action *now*.

> “*. . . I do not wish to be a kept citizen, humbled and dulled by having the state look after me. I want to take the calculated risk; to dream and to build, to fail and to succeed. I refuse to barter incentive for a dole. I prefer the challenge of life to the guaranteed existence; the thrill of fulfillment to the stale calm of Utopia. I will not trade freedom for beneficence nor my dignity for a handout. I will never cower before any master nor bend to any threat. It is my heritage to stand erect, proud and unafraid; to think and act for myself, enjoy the benefit of my creations and to face the world boldly and say, this I have done. For our disabled million, for you and me, all this is what it means to be an American.*
>
> —CREDO, Abilities, Inc., Albertson, Long Island, New York, Henry Viscardi Jr., President.

II. ACTIVITIES

Arts, Crafts, and Games

IDEAS FROM OUR READERS

JEANNE ACKERMAN
6117 Tilden Lane
Rockville, Maryland 20852

Pointers for Parents: Specific Suggestions for Introducing Activities:

1. Make instructions short and simple. Give a child time to comprehend instructions before repeating them.
2. Simplify an activity so that success is assured on the first trial. It is easy to increase difficulty after a pattern is started.
3. If possible, reduce distractions such as loud wall coverings, decorative objects, radio or TV, and non-participating people.
4. Keep activity at a level of progressive success.
5. Begin with a structured situation with clearly defined rules and boundaries. Proceed toward a less structured program as the child is able to define his own limits.
6. Encourage variations of activities as devised by a child. Accept his suggestions as indications of his ability to perform. Praise good performance and never criticize poor performance.
7. Treat your child with politeness, tolerance, friendliness, and respect.
8. Recognize the possibility that you may find playing with your child so much fun that you forget both are trying to learn something!

Note: Although these pointers are aimed at parents, they are appropriate for anyone working with children.

DAVID D. CANTLEY
Physical Education Instructor
Royal Palm School
375 North DeSoto Road
West Palm Beach, Florida 32304

Leap Frog Tires are easy to build and can be used for shoulder-arm development, timing, experience in transferring weight, as part of an obstacle/confidence course, or for just plain fun. Sink a sturdy post into the ground two to three feet with the part above the ground as high as the tire being used. Pack dirt and rocks tightly around the post. Cut a hole in the tread surface of the tire large enough to allow the tire to slide down over the post. Make sure the hole is large enough to allow proper drainage of rainwater. Secure the tire to the squared top of the post with a long nail and washer. Place five to eight leap frog tires in a straight line spaced approximately 30 inches apart. Smaller 13-inch tires can be placed 24 inches apart for younger children.

The Tractor/Road Grader Tire Vaulter can be assembled by rolling a tire into a hole making sure it remains straight and then packing dirt firmly around the bottom third of the tire. Students can use the apparatus to vault and perform most other activities done on a side horse. Let young children crawl under, over, and through the tire. The tires can be painted to make them more attractive. Use latex paint since it cleans easily with soap and water and oil base paint does not adhere to rubber.

IDEAS FROM OUR READERS

Russian Handball

TOM EDSON, CONSULTANT
COUNSELING, GUIDANCE AND PHYSICAL EDUCATION
RIVERSIDE COUNTY SCHOOLS, RIVERSIDE, CALIFORNIA

Russian Handball was presented to summer playground directors in Los Angeles three years ago. The activity can be readily adapted to the mentally retarded, it can be modified to meet the needs of children at different levels of physiological development, and it can be played individually, by teams, or in tournaments. Flexibility is the keynote of the game. Children will have a lot of fun playing, and as they successfully complete each routine they should show more confidence in activities requiring various kinds and degrees of eye-hand coordination.

OBJECTIVE: to complete successfully all 14 skill progressions.

RULES: If a player misses one of the skills, he has to start all over again. He continues to the next skill as he succeeds in each one. It's a miss if a player drops the ball or doesn't perform the right movement.

EQUIPMENT: any rubber ball but preferably one as large as a volleyball or eight-inch playground ball; handball wall or school wall.

PROGRESSIONS AND SKILLS: (Players should stay about four to six feet from the wall.)

1. Throw the ball with both hands against the wall and catch it with both hands; do not let the ball bounce.
2. Throw the ball with the left hand against the wall and catch it with right (left) hand; no bouncing.
3. Throw ball with right hand against wall and catch it with left (right) hand; no bouncing.
4. Throw the ball with one hand against the wall and catch it with both hands; no bouncing. (*Note:* Player may use either overhand or underhand throw in each of the skills thus far mentioned.)
5. Use both hands, bounce the ball once off the wall and catch it with both hands; no bounce on the rebound from the wall.
6. Bounce the ball off the wall with left hand and catch the ball without bouncing with right (left) hand.
7. Bounce the ball off wall with right hand and catch the ball without bouncing with left (right) hand.
8. Throw ball against wall using both hands, let the ball bounce once and then catch it with both hands.
9. Throw ball against wall using left hand, let the ball bounce once and then catch it with right (left) hand.
10. Throw the ball against the wall using right hand, let the ball bounce once and then catch it with left (right) hand.
11. Use both hands, throw the ball against the wall, clap hands once before catching the ball; no bouncing.
12. Use both hands, throw ball against wall, clap hands twice before catching the ball; no bouncing.
13. Use both hands, throw ball against wall, clap once in front of body and once behind body before catching the ball; no bouncing.
14. Use both hands, throw ball against wall, clap once in front of body, clap once behind back, and clap once again in front of body before catching the ball; no bouncing.

Each skill leads to the next so that the sequence provides a sample of one way in which activities and movement patterns can be broken down and presented to children who need such minute steps. Additional modifications and variations can be introduced. Do each skill a certain number of times (two, three, four, five) before moving to the next one. Have children devise and develop their own thing.

Collection of Alley Games

ERNIE DAVIS
CROWLEY SPECIAL SCHOOL
82 DELOS, ST. PAUL, MINNESOTA

TRASHMAN (same as Red Light). Player who is *it* stands at a goal and turns his back to the group who are at another line some distance away. *It* counts, "1-2-3-4-5-6-7-8-9-10—trashman!" While the count is going on the players advance by kicking cans (be sure there are no sharp edges) toward the trashman. At the call, "trashman," all players freeze (stop); cans cannot be moving. If the trashman turns and catches someone or a can moving, that player has to return to the starting line and begin over. The first player crossing the trashman's goal becomes the new trashman. Encourage children to avoid long kicks and to keep the can under control.

ALLEY CAT. One player is the *cat* or *it*. He pulls a rope approximately six to eight feet long behind him as he runs from one goal to another. When another player grabs the rope, he becomes the new cat and the old one lets go. No one can step on the rope to catch it; the rope must be dragged on the ground (beware of rope burns).

MONSTERS AND BATMAN. One person is the batman (*it*). He attempts to catch someone else. When successful, he loops a rope around the waist of the one caught and takes him to prison and then chases another monster in the same manner. Vary the game by letting prisoners be freed when another monster tags them after they have been taken to prison; by preventing monsters from being caught if they are touching wood, cans, or pipes or if they play dead (lie on the back with legs and arms in the air).

1-2-3 SCOUT. Player who is *it* (scout) tags another player by holding him and touching him lightly on the back three times counting, "1-2-3-scout!" This makes the player caught a scout who then assists in making other players scouts. The first scout is the only one able to count. The last one caught becomes the first scout for the next game.

MAD DOG (same as Chinese Tag). The one who is *it* is the mad dog. When the mad dog tags another child this is a bite and the one tagged holds that spot with his hand. Players are the postman, milkman, bill collector, magazine salesman, etc. The one bitten holds the spot and becomes the mad dog and chases others.

IDEAS FROM OUR READERS

Take an inch of sugar,

FOR YOUR ARTS & CRAFTS PROGRAM—

Wood Plaques

USING OLD CHRISTMAS CARDS

MATERIALS—Shapes of wood (scrap lumber will do fine) in rectangles—long, short, squares; stain; old Christmas cards; white glue mixture; white shellac, bottle-cap opener (nail can be used for opener); brushes.

METHOD:

1. Distress boards with bottle opener or nail until boards are roughed up with deep scratches.
2. Paint on wood stain—wipe off quickly to bring out wood tones. Dry.
3. Tear edges of cards to distress. Using rag with stain, fade out white edges. Glue to board.
4. Shellac as many times as you can—at least four. Dry. Put adhesive hanger on back.

RESULT—A beautiful product that almost all children and severely retarded young adults can do. A basic form of decoupage.

Horns of Plenty

MATERIALS—Newspaper section cut in half, wheat paste, colored tissue paper, aluminum foil, white glue mixture, brushes, and shellac.

METHOD:

1. Make a wheat paste mixture. Use brushes or hands and coat each newspaper piece with mixture. Roll into horn shape. Stuff crumpled aluminum foil into horn to hold shape. Dry.
2. After drying, additional shaping can be done. Then cover with yellow and brown tissue paper cut into strips, both inside and out. Dry and then shellac.
3. Make fruit by shaping aluminum foil into fruit shapes—apple, orange, banana, etc. Cover with two layers of appropriately colored tissue using white glue mixture. Dry. Shellac and before dry, place in horn. The fruit will stick to horn and to each other.

RESULTS—Some students will need help shaping horn. They will sometimes squeeze too tightly on fruit, but this can be controlled by putting a less able with a more able student This project has been done with all students above the mental age of two years.

Wood Projects

USING SCRAP LUMBER

MATERIALS—Scrap lumber, small pieces and shapes (can be obtained from lumber companies, home workshops), sand paper, coarse and fine, glue, white shellac, paint.

METHOD FOR PLAQUE:

1. Sand pieces to make smooth edges. Glue to plywood back like an abstract collage. Dry.
2. Shellac. Put hanger on back of plywood.

METHOD FOR BLOCKS:

1. Take larger sizes and turn them into large wooden puzzle blocks, for example, a house.
2. Sand edges. Paint bright colors.
3. Paint windows on two large pieces, make a door from third piece. Make a roof.
4. Cover back with flannel to make a learning situation. Make flannel windows and door which the child can put on.

METHOD FOR SMALL PLAQUES USING SMALL SCRAP PLYWOOD:

1. Use Christmas cards or other pictures in same way as wood plaques. Stain the plywood. Glue picture. Shellac repeatedly. Can be made in sets using groups of related pictures.

Papier Maché Flower Jars

FILLED WITH HOMEMADE BATH SALTS

MATERIALS—Wheat paste, paper towels, poster paint, small odd shaped jars (with wide mouths, such as coffee, cherry, or mustard jars), white shellac. Epsom salts, food coloring, perfume.

METHOD:

1. Mix wheat paste and warm water. Tint paste mixture with poster paint. Use small amounts until desired color is achieved. If too dark, a color will stain, so use rubber gloves.
2. Turn jar upside down and mold whole sheet of paper towel around it. Bring paper up around mouth and flair slightly out to form petal shape. Cover top of jar with small pieces of towel or with felt or material.
3. Dry and then trim top into petals.

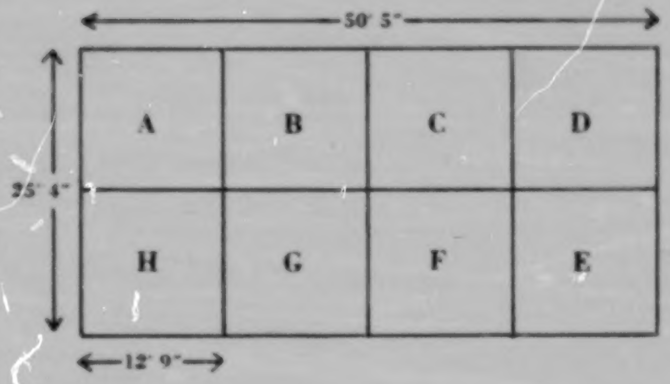
some scrap lumber, old newspapers, and . . .

4. Shellac.
5. Fill with mixture of bath salts, made by mixing epsom salts, drops of food coloring, and perfume (store mixture three weeks before using).

Results—Most young people can do this except for the most profoundly retarded. It makes attractive gift for any holiday. The small jar is used simply to cut the cost of the bath salts.

—All preceding information and ideas for your arts & crafts programs came from Patricia Hudson, Director, Providence Center for Exceptional Children, 1790 Lincoln Drive, Annapolis, Maryland 21401.

Eight Square



General Playing Procedures

- Eight or more players—one in each square; players in excess of eight remain in line by H.
- Rubber playground ball is best for play.
- Player in A serves by bouncing the ball and hitting it underhand to player in H.
- Player in H does not have to accept the serve; he may receive two more serves before accepting it.
- Receiver may hit the ball to any square; ball must land inside court and in a square.
- Ball remains in play until someone misplays.
- Ball must be hit on the first bounce; any player failing to do so goes to the end of the line by H.

Penalties

- Player who hits ball outside the court goes to the end of the line.
- Player failing to hit the ball on the first bounce goes to the end of the line.
- Player hitting ball which lands on a line goes to the end of the line.
- Player hit by a ball going to another square goes to the end of the line.
- Player hit by a ball that bounced in someone else's square goes to the end of the line.
- If by chance there is an argument, the majority rules.

NOTE: When a player goes to the end of the line, all others move up one square to fill vacated square. First player in line H moves to that square. When only eight play, all participate continuously.

—Developed by children of Room #14, Cahuilla School, Palm Sprin[illegible]alifornia.

From Sugar to Spelling

We developed a game from a tray of sugar for a 14-year old brain-injured boy with poor motor coordination. We filled a 6" x 12" aluminum tray with about an inch of sugar and then showed him how to trace letters with his fingers. Starting with any finger at first, he soon was using his forefinger to trace with. He traced letters, then numbers, and finally words and number facts. Every correctly formed effort was rewarded with a lick of the finger until only the shiny metal showed. This was fun!

Then another boy who had rejected various approaches to learning joined. He had been eyeing the experiment for sometime but had been too shy to ask to play. An extra tray just happened to be handy, and then we had a working team. At times, some competition evolved between the two boys.

Gradually the transfer was made to the chalkboard. Each boy succeeded in printing letters, and saying them to his partner; they continued to have fun. Later a large 12" x 24" piece of newsprint was used for large pencilled letters, words, or problems for a scrambled race. The boys exchanged papers, and points were kept to determine day-to-day winners.

—Submitted by Jennie Denutte, 515 South Hard Road, Benld, Illinois.

TRY IT!

Fire Engine
Steal the Bacon
Shuffleboard

...games

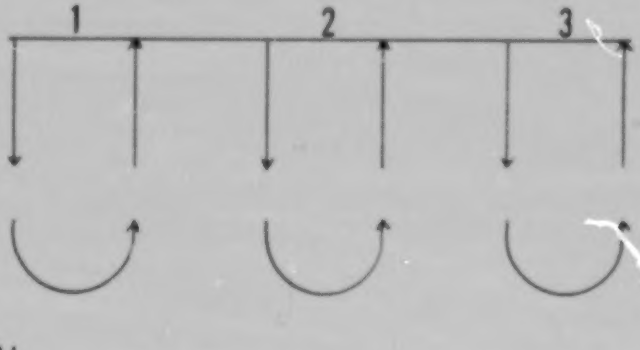
Games provide excellent opportunities for all children to develop understanding of and respect for individual differences. However, real competition exists only when opponents of reasonably equal capabilities are matched. It's no fun to play a game if one knows he is going to lose because he can't run as fast or throw a ball as well as his opponents. Neither does one experience the genuine satisfaction of success if he wins because he is bigger or much more skilled than his opponents.

In games such as bowling and golf, handicaps are established to compensate for differences in skill among contestants. Many games for children can be adapted so that all players who make an all-out effort have a chance to win. The following are examples of ways to equalize competition among players of unequal skills due to age, physical capabilities, or other relevant factors.

> A teacher who makes little or no allowance for individual differences in the classroom is an individual who makes little or no difference in the lives of his students.
>
> William A. Ward

FIRE ENGINE

Children stand on a starting line numbered by threes (using colors, shapes, sizes, or similar items). The appointed Fire Chief stands on the side of the playing area and calls out Fire Engine Number 1 (2 or 3; red, green, or blue; large, medium, or small; circle, square, or triangle engine). At the signal all children with the appropriate designation race around a marker and back to the starting line. The first one back is the winner. The Chief watches carefully to determine the winner, who then becomes the new Chief.



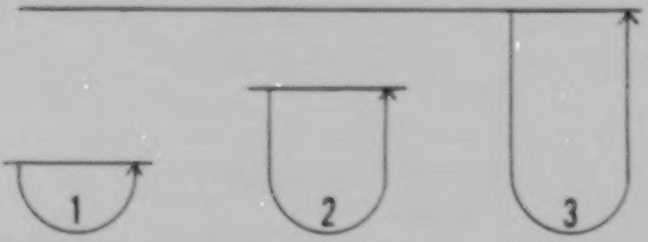
ADAPTING GAMES FOR THE MENTALLY RETARDED SO CHILDREN WITH A BROAD RANGE OF MOTOR SKILLS CAN PARTICIPATE

for winning

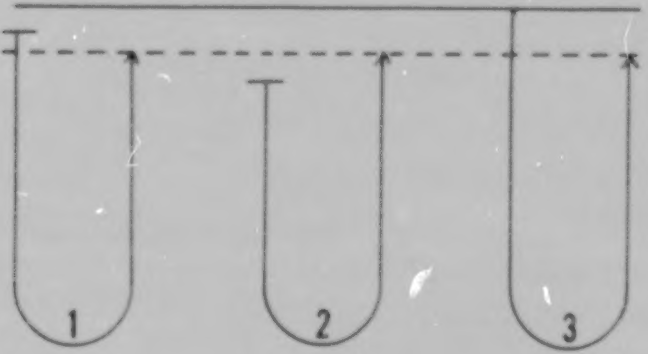
Edna Engberg
Metcalf School
Illinois State University
Normal, Illinois

FIRE ENGINE VARIATIONS

Equalize differences in running speeds among players by staggering starting lines according to how fast each player can run. Each player races around the marker and back to his own starting line when his number is called.



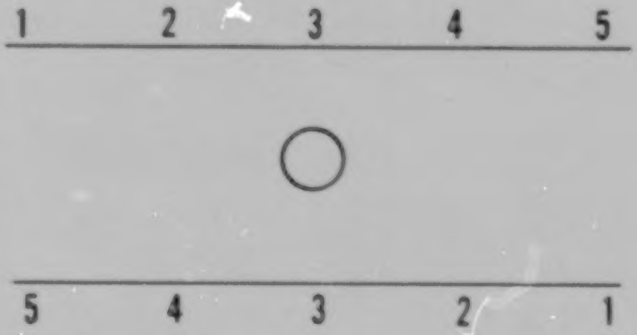
Still another variation is to have players start at different points and race to the same finish line.



Add another dimension to this game by requiring players to go through an obstacle course with more skilled players given more challenging and/or larger numbers of obstacles.

STEAL THE BACON

Two teams form on opposite lines as shown in the diagram. When the leader calls a number (letter, shape, color, size), the player from each team with that designation races to the center, attempts to grab a club (bean bag or ball), and returns to his place without being tagged by his opponent. If he returns to his place safely he wins one point for his team.

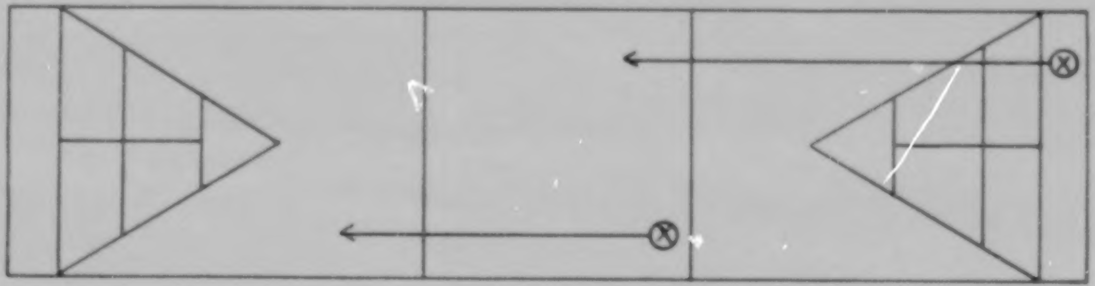


STEAL THE BACON VARIATIONS

Give balls or bean bags to a player who is unable to run because of a physical impairment and to his corresponding opponent and see who can knock the center pin down first when their designation is called. Or require designated opponents of players with slow reaction times to run to a base and get their ball or bean bag before they can throw at the club.

SHUFFLEBOARD VARIATION

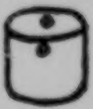
Permit players who because of physical impairment lack sufficient power or accuracy to compete with players of average or above skill to take their turns from an area on the court where they can be successful in getting discs into the scoring area.



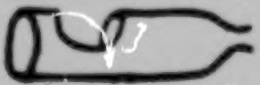
CROQUET is an excellent leisure time activity for the handicapped, and it can easily be adapted for indoor participation. In teaching croquet, as with any activity to be taught to handicapped children, one must consider: (1) basic concepts to be developed, (2) necessary motor skills involved, (3) basic rules involved, and (4) motivational techniques to be included for successful participation by all children. Extensive experimentation has shown that indoor croquet lends itself to all handicapped children. However, it was found that a light weight mallet and ball were necessary in order for a child with muscular dystrophy to participate successfully. Relatively low expenses are involved.

EQUIPMENT: Equipment for indoor croquet can be constructed out of quart bleach bottles, wooden dowels, fleece balls, coat hangers, and 2 x 4 inch pieces of wood.

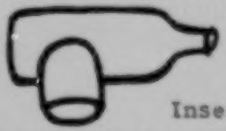
MALLETS: The mallet consists of two quart bleach bottles attached to a wooden dowel rod. Use the bottom half of one bleach bottle and cut two holes large enough for a dowel rod to fit through on opposite sides near the rim:



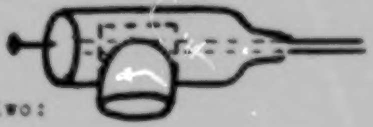
Cut a hole in one side of the body of the other bottle as large as the diameter of the bottom half of bottle number one:

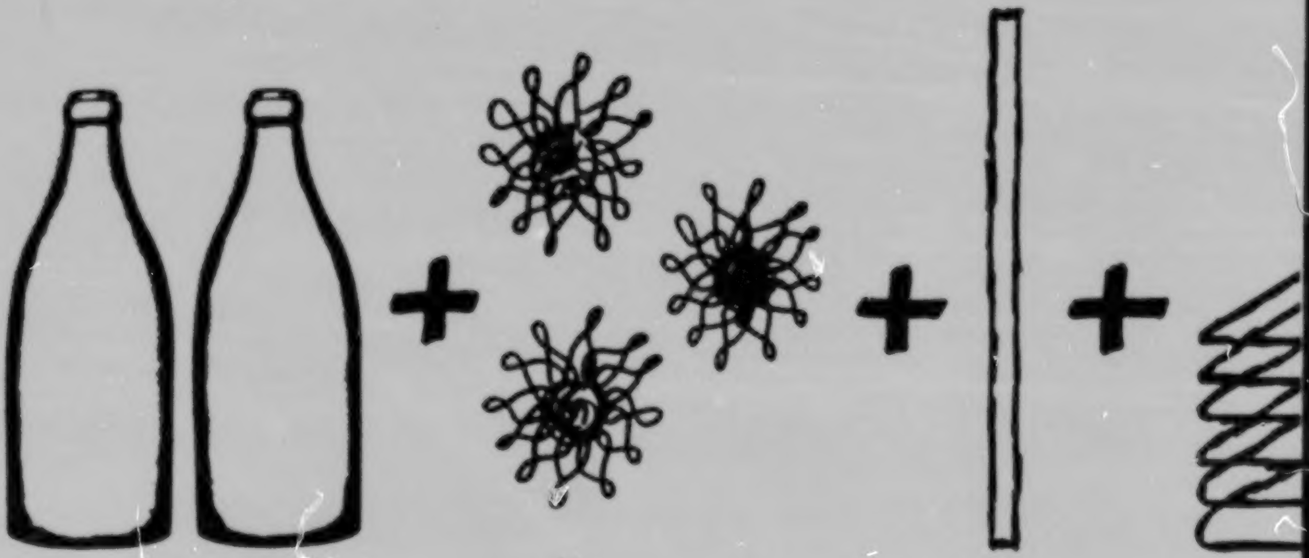


Insert bottle number one into the side of bottle number two, like this:

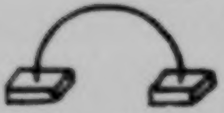


Insert the rod through the top of bottle number two and through the holes cut near the rim of bottle number one, thus securing bottle number one inside bottle number two. The dowel rod can be held in place by driving a nail into it from the bottom of bottle number two:

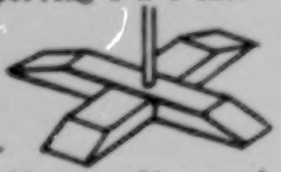




BALLS: A dyed fleece ball is recommended. The lightness of this ball allows it tc be propelled easily, yet the texture prohibits excessive rolling to provide better game control.



WICKETS: Wickets are made by bending coat hangers into the correct shape and placing them in supporting 2 x 4 inch pieces of wood.



STAKES: Stakes may be constructed by inserting a pointed dowel rod into a 2 x 4 inch base of wood. Cut front edges at an angle of 30 degrees so the ball can roll up and strike the stake.

RULES: Each child must progress through wickets sequentially.

With primary age handicapped children, place a number card on top of each wicket to aid in playing the correct sequence. If children do not possess necessary number concepts of 1-14, an appropriate color coding can be used.

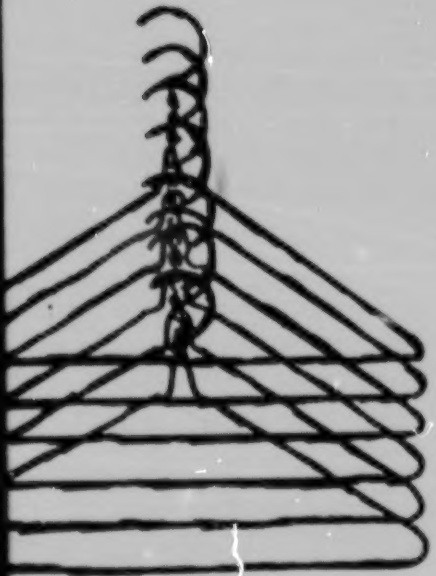
A player is entitled to another shot for every wicket through which his ball travels.

When a player hits another ball, he may play his ball where it lies, getting only one shot; play his ball a mallet head's distance from the other ball and take two shots; or play his ball so that it touches the other, and drive both balls away.

The winner is the first player to complete the course and strike home stake.

Various adaptations of these rules may be necessary depending upon the disabilities and functional levels of participants.

MARSHALL H. PETERSON
Pennsylvania State University, State College, Penn.

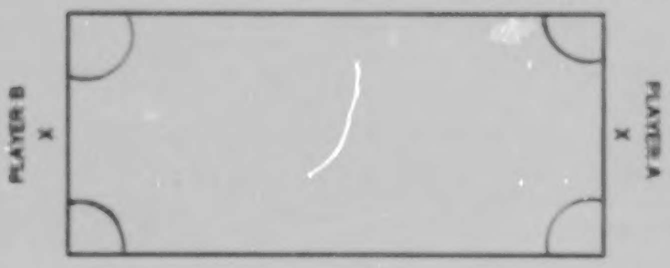


= Indoor Croquet

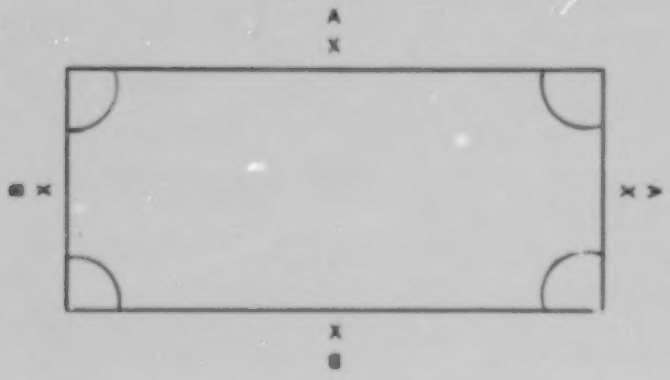
Sock it! Block it!

Thais Beyer and Wesley Cragin
Beyer and Cragin School for Children
with Learning Disabilities
5526 Beaty Street, Fort Worth, Texas

SINGLES



DOUBLES



THIS GAME has been extremely popular with children regardless of their abilities, levels of skill, or diagnostic categories. Aside from being *fun*, the game aids in developing movement efficiency, muscular strength and endurance, cardiorespiratory endurance, reaction time, flexibility, agility, and power along with laterality, directionality, and spatial relationships.

MATERIALS

Ball: Volleyball or rubber playground ball, depending on age and ability of players.

Court: The game was originally designed for a trampoline which has the four pockets and required playing area. If a trampoline is not available an appropriate area can be constructed by stretching taut a piece of canvas, net, or other material over a frame; cut a pocket at each corner.

PLAYING PROCEDURES

Singles: Players position themselves beside the trampoline midway between two scoring pockets at each end of playing court. Ball is put in play by rolling or socking it with one or both hands in an effort to get it into one of the scoring pockets at the opponent's end of the court. As a ball comes near a pocket it is blocked and rolled or socked across the court back toward the opponent's pockets. The game continues for a designated length of time or until one player scores a certain number of points. Player scored against puts the ball into play. If a ball rolls off the playing surface, player retrieving it puts it into play from his end of the court. As ball is played back and forth players may hit it back as they block it or the ball may be caught and put in play by hitting or socking it with one or two hands. A point is scored even when a defensive player accidentally lets the ball go into one of his pockets. Regulation game consists of 10 points, but this may be modified to suit players' ability.

Doubles: Two players are positioned at ends of the court as in singles, with partners positioned near middle of and on opposite sides of court. Ball is put in play by an end player and continues as in singles with these exceptions:

- Side player can intercept or block a ball and can score by socking the ball into the opponent's pocket.
- Ball which rolls off playing court can be retrieved by one of side players and put in play from a side position; balls put into play after a score must be from end position.
- Regulation game consists of 20 points.

MODIFICATIONS

Unskilled players: Use a ball slightly larger than a volleyball or one that does not move so quickly, such as a partially deflated ball or a plastic/beach ball; start with doubles.

Highly skilled players: Throw or bounce ball into pockets instead of rolling or socking it.

FUN & GAMES WITH BEAN BAGS

The activities with bean bags presented here have been arranged in order of difficulty. The list is by no means exhaustive; many more activities can be created by the youngsters themselves. Encourage, motivate, challenge, and stimulate them to develop their own bean bag movements, patterns, and routines.

WITH ONE BEAN BAG

(SIMPLE ACTIVITIES)

Throw (toss) upward and catch (use two hands, one hand) • Throw very high and catch high (low near floor) • Throw very long, run pick up, and return to start • Hold in hand and make big (little) arm circles (squares, triangles); increase (decrease) speed like windmills • Toss across body with rhythmical swing from hand-to-hand keeping palms down (up); perform with eyes open (closed).

WITH A PARTNER:

Throw (toss) underhand (overhand) and catch • Throw high (low) and catch high (low) • Throw to unexpected positions and catch • Throw and catch two bean bags • Throw two bean bags from same hand.

WITH ONE BEAN BAG:

(MORE DIFFICULT ACTIONS)

Toss overhead from hand to hand • Toss overhead out of reach, run sideways, and catch • Throw forward, run to catch • Start to throw forward but make a quick turn and throw to partner • Place on instep and walk • Swing leg forward and backward with bean bag on instep • Circle leg with bean bag on foot • Swing leg to toss bean bag off foot and away from body • Swing leg to toss bean bag off foot as far as possible across the room • Swing bean bag up from foot and catch • Place bean bag between feet and spring forward • Place bean bag between feet, jump upward, release bean bag, and catch • Toss bean bag into big hoop (tire, waste basket, box) • Kick bean bag from foot to partner.

WITH BARE FEET:

Lift bean bag with toes • Lift bean bag with toes and place on line (in circle) • Lift bean bag with toes and place in waste basket (box) • Hold bean bag in hand with arms extended waist (shoulder, head) high and swing leg up to touch bean bag • Place bean bag between feet, toss it up behind body, and catch • Hold bean bag at head height, drop it, and catch with *same* hand before it touches ground; keep palms up (down) • Throw high, bend to crouch position and catch.

FOR THE IMAGINATIVE

Sit (kneel), push bean bag on floor around body • Stand, drop bean bag over head to one side; keep feet still, pick it up (repeat to other side) • Swing arm around back of body, toss bean bag up, and catch it in front • Toss bean bag through legs to partner (gradually increasing distance) • Stand about 12 feet away from partner; toss bean bag high to partner who catches it and slides it along floor back to partner; continue in this manner • Place bean bag on back and bunny jump trying to dislodge it • Place bean bag between feet and bunny jump kicking bean bag backwards to partner • Stand, throw bean bag high into air; lie down quickly and catch bean bag • Lie down, throw bean bag high in air; stand quickly and catch bean bag • Lie on stomach; push bean bag in circle around body • Lie on stomach; lift bean bag with arms straight in front • Lie on stomach; lift bean bag high and look under it • Lie on stomach; throw and catch with partner • Lie on stomach; throw bean bag as far as possible • Lie on stomach one behind the other; toss bean bag back over head (long throw) to partner.

WITH BEAN BAG ON HEAD

Walk (change speeds, vary kind of walk) • Run (change directions) • Toss bean bag into hands • Toss bean bag forward into hands • Spring and toss bean bag forward • Toss bean bag backward (sideways) • Lie down keeping bean bag on head; stand up.

This article was written by BETI HAVARD-JONES of Swansea College, Wales. Many of the activities have been used successfully in the Newton (Massachusetts) Public Schools, Department of Physical Education, Helene Breivogel, Director of Elementary Physical Education. Additional materials on bean bag activities can be obtained from Elliott Morris Co., Lynn, Mass.

MODIFICATIONS OF ACTIVITIES FOR MENTALLY RETARDED WITH PHYSICAL LIMITATIONS

CHANGE & ADAPT & SUBSTITUTE

Bulow Bowman
Charlotte-Mecklenburg Public Schools
Charlotte, North Carolina

PLASTIC FUN BALLS WITH LONG CORD ATTACHED—Tie free end of cord to wheelchair, belt, or crutch—practice throwing or batting; retrieve ball by pulling string.

PLASTIC BAT, BATTING TEE, AND PLASTIC BALL—Use bat with ball tied to it—retrieve own ball. Use tee so both hands are free to bat; use these items in combinations according to individual's ability and skill.

INDOOR SHUFFLEBOARD—Use equipment that is smaller, lighter, and easier for youngster to control than outdoor equipment; play on a smaller court. Adapt shuffleboard for table-top play.

INDOOR/OUTDOOR RUBBER HORSESHOES—Use horseshoes that are light and place rubber mat and peg at desired distance.

VOLLEYBALL—Let youngster throw for serve or serve closer to net; have him participate in wheelchair, on crutches, or in brace with little if any other modification or adaptation. Let youngster catch and throw ball rather than hit and volley it; use lighter, easier to control ball such as plastic ball or balloon.

DANCES—Have youngster move in his own way in wheelchair, on crutches, with braces instead of running, jumping, skipping, or galloping; let each devise his own movements for each locomotor pattern.

ALL GAMES—Let youngsters who cannot stand take part in games and activities sitting or holding to some support. For example, if necessary, let physically limited youngster be a permanent tree in *Squirrels in Trees*.

LIGHT WEIGHT BASKETBALL—Purchase goals that can be placed over doors—use for indoor goal shooting and basketball lead-up activities.

RUNNING RELAYS—Have physically limited youngster be the one runners tag or get objects from at a goal line. Divide several physically limited youngsters in the same class among different squads so each has a youngster in a wheelchair, on crutches, or in braces who competes against another. Let youngsters who are not physically limited take turns in a wheelchair or on crutches if necessary to even up squads. Conduct other relays and activities so everyone participates on gym scooters.

KICKBALL—Modify so physically limited youngster kicks but does not run or runs only to first base where he is replaced by a courtesy runner.

BOWLING—Let youngsters bowl from wheelchairs; others can sit on a chair, kneel, or sit on the floor. Use light weight balls, plastic pins, and other easily obtained devices for introducing bowling in classroom, gymnasium, or on a blacktop area. Substitute bleach bottle or milk cartons for pins; use various types of balls in place of plastic bowling balls.

CROQUET GOLF—Substitute stakes for wire wickets so youngster simply hits stake. Make wickets from various size automobile tires or coathangers according to ability and skill of youngsters.

EXERCISES AND CALISTHENICS—Modify according to movement potential of each youngster. For example, some exercises can be done with little adaptation or change in wheelchair, on crutches, or with braces; other exercises can be done on the floor rather than standing; still others can be done according to the individual's interpretation.

Athletics and Sports

EXPANDED OPPORTUNITIES FOR ATHLETIC PARTICIPATION

THE TEXAS UNIVERSITY INTERSCHOLASTIC LEAGUE (UIL) recently amended rules governing the eligibility of mentally retarded students so that they can now participate in all levels of interscholastic athletic competition sponsored by the league. Special students will now be allowed to compete when they participate in Texas Education Agency approved secondary school programs; when the student shows progress consistent with his ability; when he is approved each year by the district executive committee; and when he meets all other rules and requirements for eligibility. A special education student may include one-half day in the Occupational Job Training (OJT) program as two of the half-unit credits toward determining eligibility; students need only one more half-unit credit to be able to compete. This change does not alter the philosophy of the UIL that participation in competitive events is a privilege that must be earned by a student's acceptable performance in a public school curriculum designed to meet his needs and prepare him for the future. However, it now makes it possible for the retarded individual to be eligible to compete and to represent his school when he is capable and has earned the privilege. David Sloane, executive director of the Texas Association for Retarded Children, has been instrumental in bringing about the change through efforts that date back to the fall of 1966. In discussing the UIL ruling he said, "Although this problem does not affect a great number of children, the struggle epitomizes the tenacity required of citizens interested in eliminating discriminatory rules, regulations, and laws that adversely affect the retarded."

THE 56TH ANNUAL JULY 4 CELEBRATION AT LIMA (OHIO) State Hospital was an occasion on which 300 to 400 patients were able to exhibit their athletic skills for their fellow patients and at the same time earn a little extra spending money. Male patients competed in several dash events, low hurdles, three-legged races, wheelbarrow races, softball throw, sack races, and a tug-of-war. Female patients competed in some events of their own, such as sack races, softball throw, and tug-of-war. Those under 45 years of age ran the 75-yard dash while those over 45 ran a 40-yard dash. About $300 in prize money was given to patients placing first and second in the events. Those placing first received a $2 prize while second place was worth $1; money was taken from profits of the patients' commissary. Between events the Lima State Hospital Band, consisting of patients, serenaded the spectators.

The CEC Information Center on Exceptional Children distributes two selective, annotated bibliographies of special interest to *Challenge* readers. *Physical Education and Recreation* and *Arts and Crafts* can be obtained free by requesting them from Information Processing Unit, CEC/ERIC Information Center on Exceptional Children, Jefferson Plaza, Suite 900, 1411 South Jefferson Davis Highway, Arlington, Virginia 22202.

INTRODUCING TRAMPOLINE TO YOUNG EXCEPTIONAL CHILDREN

TRY IT!

Rebound Tumbling

George Patrick
Activity Director
Herman M. Adler Zone Center for Children
Champaign, Illinois

ONE IMPORTANT VALUE of rebound tumbling—trampolining—lies in its contribution to the organization and control of bilateral movement patterns. The integration of the two halves of the body promotes more effective and efficient bilateral movement and more adequate visual-motor control through the teaming of eyes, arms, and legs in a totally coordinated effort.

Jumping is not an easy skill for a child to gain and master. A very young child spends many active hours learning to move and control his feet; in the months before walking he learns, by many thrusts and kicks, to move both legs at the same time. Once he stands erect, leg movement is alternate for walking, running, and trike or bike riding. Two-footed jumping is a necessary developmental prerequisite for superior control of all leg movements. Skipping—the free and joyous movement of childhood—cannot be achieved unless a child can first jump with both feet simultaneously and then hop on one foot. Gravity and body weight hinder jumping ability and many children take every opportunity to bounce on beds in the attempt to overcome their weight. It is better for an 18- to 24-month-old child to use a bed for this practice than to wait until he is so large that the bed is damaged.

A fair substitute for a trampoline can be devised with two discarded but unbroken coil bedsprings and a cotton pad mattress. The springs are placed on top of one another and wired securely together; the mattress is then placed on top of the springs. This furnishes a bed-size jumping surface upon which any child can learn the fundamentals of jumping. The device can be placed in basement playrooms or on the ground in the backyard; it is also quite suitable for classrooms with low ceilings.

A jump board is a satisfactory bouncer for children who weigh up to 40 or 50 pounds. Obtain a full eight-foot strip of ⅝ or ¾ inch plywood, or flexible wood such as ash 12 to 14 inches wide. Support the board at each end with large cinder blocks, small boxes, tires, or innertubes of sufficient height so a child can bounce on the middle of the board without bumping the floor or ground.[1]

Full-size trampolines are not necessarily the best for young children. Some companies make models which are smaller, less costly, and even have nylon beds. Small trampolines are easy to compress (make bounce), to put up, take down, and store; they accommodate youngsters up to 150 pounds and are low to the ground which makes mounting easier and dismounting safer.

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[1] Other improvised devices which can be used for trampoline kinds of activities include a life raft that is tightly inflated and turned upside down; innertube trampolets in which jumping beds are developed in the middle of the tube by securing canvas or interlacing rope to make a *web* bed.

Safety rules for use of trampolines include:

- Have the child remove all objects from his pockets before mounting a trampoline.
- Allow only one child at a time on the trampoline except for a special activity for skilled performers.
- Have children wear sneakers or tennis shoes on a trampoline with a nylon bed; if the bed is canvas, the child should jump in his bare or stocking feet since shoes have a high wear coefficient on canvas.
- Make each activity period on the trampoline short; allow as much time for rest periods as for active jump periods on the trampoline. Several short turns are better than one long turn.
- See that balance and simple control in jumping are achieved before advanced moves, stunts, or patterns are attempted. High bouncing is an advanced skill.

Explain to the children that the trampoline is different than any other surface upon which they have walked or jumped—it's bouncy. Help children learn about the trampoline, its use, and how to enjoy it.

The following suggested steps—instructions for children and suggestions to teachers—are presented in an increasingly complex sequence that assures visual participation and practice in a developmental order. These activities may be done with individuals or in groups of less than ten children.

- Stand beside the trampoline—feel the bed; press on it—how does it feel? What does it do? (It is flexible and elastic.) Walk around it—how big is the trampoline? Creep (crawl) under it—how high is it?
- Get on and off by yourself. (Step off carefully or sit down and slide off the edge without using the springs as supports. Never allow a child to jump off the trampoline after bouncing on it.)
- Lie on the trampoline on your stomach (side, back) at different places on the bed (center, ends, sides). (The surface of the bed is hardest at the edges and softest in the middle. Leaders may have to be with younger or fearful children when they are on the bed.)
- Roll on the trampoline from side to side (end to end). (This helps a child learn the size of the bed and that the best position for balance is in the center of the bed—mark the center of the bed with tape, paint, contact paper, or some similar substance.)
- Sit in as many different places on the bed as you can—bounce on your rear end (seat, buttocks).
- Crawl to different positions on the bed to locate all edges and the distances from the edges to the center of the bed—bounce on the bed on all fours (hands and knees).
- Walk to all positions on the surface of the bed. (This helps a child to feel through his feet when he is at the center of the bed.)
- Lie in the center of the bed to be bounced up and down. How does this feel? What kind of surface is this? (It is soft and will not hurt when one falls upon it.)
- Lie on the bed and bounce yourself by thrusting (pushing) against it with your hips.
- Stand in the center of the bed—jump by bending your knees and pushing against the bed with your feet. (If this is difficult for an individual, gently support him by holding his elbows and/or hands from the front or back.)
- Learn how to stop jumping motions by bending your knees to halt the motion of the bed. (Practice this on the floor.)
- Jump on the trampoline with a smooth and continuous rhythm; use the front edge of the frame as a point at which to look to help stay in the center of the bed and to give an orientation point. Do not look at your feet, at the ceiling, or the sky. (When the leader is standing in the front bed area, it may be better to have the jumper look at him. Use points of focus for exploration-discovery learning experiences where the child is asked to explore various focus points and discover which is more efficient.)
- Count or even shout in rhythm with each jump to help continue jumping. (Children waiting at the sides can do this too.)
- Swing arms as a part of the jumping. (Arms swing up when going up and swing down in returning to the bed.)
- Use such words as *up-down, off-on* to describe jumping positions as soon as jumping is in rhythm and with continuity. (Concepts of size, distance, direction, shape, intensity, and time can all be *jumped out* on the trampoline bed.)
- Include orientation activities and bounces—quarter, half, full, and greater turns; tuck, straddle, and pike bounces; various rolls; and combinations of these stunts. As children gain more control and confidence leaders may wish to challenge them with traditional stunts: knee, seat, hand and knees, front, back drops; knee, three quarter and standing flips, swivel hips, turn tables, activities in swing time, high bouncing, required and creative routines.

NOTE: Two sources for helping leaders are:

This Is Trampolining. Frank LaDue and Jim Norman. Cedar Rapids, Iowa (200 A Ave., N.W.): Nissen Trampoline Co., 1956.

Trampoline Tumbling Today. George Griswold and Glenn Wilson. New York: A. S. Barnes and Co., 1970.

KEN **MEET** BRAD

Ken Jones, a 14-year old educable mentally handicapped student at Lincoln State School (Lincoln, Illinois), effectively demonstrated the abilities of mentally retarded youth during last spring's track and field program.

☐ Three years ago Lincoln State School gained admission into the Illinois Elementary School Association (IESA) so that residents might compete in structured athletic activities with students in area public schools. Lincoln was the first and remains the only school for mentally retarded belonging to this interscholastic association of over 325 schools. Competition within the IESA program is divided into two divisions which were established on the basis of a point system determined by the age and height of competitors. Class A consists of larger youngsters, Class B of smaller ones.

☐ Ken, competing in Class A, was undefeated in the high jump during the 1971 regular season. In adapting his own version of the Fosbury Flop—made famous by Dick Fosbury, Olympic high jumper from Oregon—Ken improved steadily through the season. Included in his victories were dual meet wins and championships in the ISSCS Relays involving seven teams and in the IESA district and sectional meets. He established a new county record which bettered the mark that had stood since 1967. Ken participated in the IESA state finals and placed fifth with a leap of 5′5″.

☐ Although the high jump was Ken's best event, he was also quite successful in the shot put and in the 120-yard low hurdles. He scored consistently in both events and placed fourth and fifth respectively in the IESA sectional meet.

☐ Ken has been confined to the state facility at Lincoln since 1967. Through rigorous training and an enormous amount of self-determination he has managed to compete successfully with his non-retarded public school contemporaries.

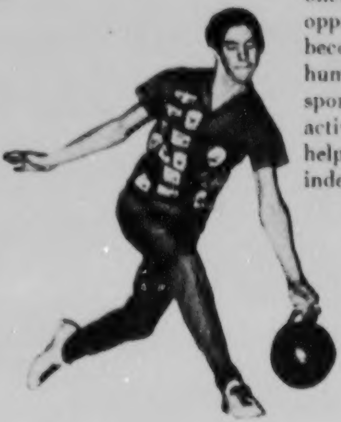
—Paul R. Ross
Lincoln (Illinois) State School

Brad Harrison, San Marcos, Texas, has served as the state poster child for the Texas Association for Retarded Children. Daily doses of love, understanding, and patience administered over a 12-year period have produced a sociable, gregarious, outgoing boy. Brad has been fortunate enough to grow up in a home and community environment that has caused his personality and capabilities to flourish.

☐ During a recent convention of the Texas Association for Retarded Children Brad was given a special booth in the hotel lobby so he could show his bowling trophies. His first bowling trophy was for regular attendance, but since then he has won about every prize for which he has been eligible. His average is 159 and he has rolled a high game of 246! And, he adds his own scores and series correctly!

☐ Brad is like many other mentally retarded children who *excel* at sports. His interests are sports oriented. His mother has done everything possible to encourage him in this area. For his twelfth birthday Brad asked to be allowed to bowl as many games as he wanted. Since he is also hyperactive, he breezed through 16 straight games! And, he still wasn't tired!

☐ Too few retardates have been given the opportunities Brad has; he is a fortunate one. There should be more of these opportunities for *all* mentally retarded to become happy, successful, productive human beings. Active participation in sports, athletics, physical education activities, and recreation programs is helping many retarded live more independent lives.



Two mentally retarded boys emerge champions in competitive athletic programs

Core Correlated

JOE FREDERICK
Physical Activities Coordinator
Lucas County Program for the Mentally Retarded
1155 Larc Lane
Toledo, Ohio 43614

IN working with mentally retarded youngsters in physical education, physical fitness, or motor development programs, as in any area, many frustrations are experienced by teachers and pupils alike as a result of communication problems and misunderstandings. Too often the child does not understand a request and is unable to follow directions.

This article discusses this most basic of all learnings, the ability to follow directions, and its influence on other actions and behavior. Learning to understand and follow directions is approached in connection with developing an awareness of body parts, executing basic body movements, and combining body movements into an organized program.

Following Directions

Before directions involving body perception and movement can be understood and carried out, an individual must know his body parts and be able to move them. A youngster must be able to point out on himself and then on others the various body parts.

As a youngster becomes aware of his body parts, he applies and reinforces this by touching various body parts with other parts such as finger to nose, or one foot to the other foot. After an individual can point to his own body parts, he points them out on other members of the group. For instance, "Mary, touch Johnny on the head."

Awareness of the environment can be increased by having a youngster touch his nose to a wall or feet to a chair. Various calisthenics and specific exercises can be used to teach concepts and movements.

It must be kept in mind that basic body movements are just that—basic body movements. For instance, trunk rotation is little more in the beginning than bending forward at the hips and looking at the floor, bending back to look up at the ceiling, going to one side, and then to the other.

Many movements can be used as a basis for body exercise or calisthenics. These include rotations of the trunk, head, arms, or legs. When rotating the arms, emphasize one side and then the other, introduce right/left labels, and have the arms work separately, together, inward, and outward. Other exercises which can be used are running in place, touching toes, performing sit-ups while holding arms in various positions and with legs extended or knees bent, or jumping jacks (side straddle hop).

One cannot expect meaningful learning in physical/motor activities unless youngsters can understand and follow directions. To accomplish this an orderly approach is needed. Consistency in using particular words is of utmost importance. For example, if the desired behavior for an individual is to *stand up*, these words should be exclusively used. *Get up* or *rise* should not be used until *stand up* is understood and correctly acted upon by students.

Many techniques and approaches are appropriate and effective for developing ability to follow directions. Adaptations, motivational techniques, and specific application of principles, procedures, and materials are left to the creativity, resourcefulness, and innovativeness of each teacher/leader.

At the lowest developmental stage, some individuals are incapable of following any directions and display diversified behavior. Working in a group setting requires planned structure for these youngsters such as conducting activities in a closed circle of chairs. This offers security and routine for students, allows eye contact between teacher and students and among students, and restricts activities of students so they initially are more likely to pay attention.

From activities done sitting in circle formation, introduce simple directions, gradually making them more difficult and complex and in various combinations. Initially directions are for activities to be carried out within the circle itself, gradually extended to the environment around the circle, and then throughout the immediate area.

Games and activities can be used to help each youngster recognize and state his name. In one such game each child says his name as a leader in the middle of the circle points to him. This game helps to improve a youngster's self-concept, self-image, and self-assurance and helps him recognize his individuality as a person. Bean bags, bowling pins, balls, and other pieces of equipment can be used in this process by having each child get the item with his name on it. These devices can also be used in the structured circle setting and can gradually be used in exploratory exercises. Whether activities are structured or unstructured, simple or complex, an individual's ability to pay attention influences his degree of success. At the same time the attention span is being developed and refined itself.

Group participation can be used to take advantage of

BODY PARTS, BODY MOVEMENT, FOLLOWING DI

younger and lower level children's tendency to imitate others. This also promotes and stimulates ability to attend to a task, perceive, and follow instructions. However, it is important for teachers to work with youngsters so that they associate words, commands, and other instructions with appropriate responses and activities. Some find it effective to have the entire group work together in response to the teacher's commands, giving special help to individuals in need of assistance. Gradually a student leader can be selected to give commands and eventually every youngster can give different directions for the group.

As students' abilities improve and they can cope with less structure, they can be moved from chairs to a more abstract circle or to line formations. Often the very fact that an individual has achieved and succeeded in doing even the most basic and simple tasks provides additional interest, motivation, and willingness for him to listen and follow directions. With this growth, a youngster's horizons expand as he explores his environment. For example, having the child go to a window, open a door, and carry out other simple commands is beneficial at this stage.

Finally, it is all put together, and all efforts combined. Each child is given two, three, or more directions according to his present capabilities. For instance, have Johnny stand up, pick up a bean bag from the toy box, give it to Mary, close a window, and return to his chair. Not only can colors, shapes, and solving problems be incorporated into this process by placing different symbols on various students or locations in the area, but visual memory and discrimination can be promoted and improved through "see and do" activities.

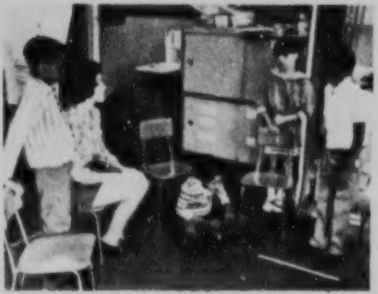
As ability to follow directions successfully increases, many new activities can be introduced as youngsters have more confidence, understand more of what is expected of them, and are less afraid to act.

It is desirable to begin a program such as this with young children so simple and less complex directions are learned at earlier ages, and more difficult and complex ones integrated with formations, skills, and activities of older groups. Knowledge of body parts, skill in moving them, and ability to direct one's own behavior provides meaningful ways for youngsters to improve their attention span, patience, and ability to follow directions. In short, it helps each become master of his own ship!

ECTIONS AND LEARNING

As the students' ability to follow directions improves, they can progress from a closed circle of chairs to more abstract formations.

QUID BLEACH



It all adds up

FUN WAYS ARE LEARNING WAYS

R. W. Douglas, Principal
Baldwin Elementary School
Clinton, Iowa

The physical education program for special education children—those with IQ's between 60 and 75—at Baldwin Elementary School (Clinton, Iowa) emphasizes motor and perceptual activities that *complement classroom learning activities.* A curriculum based on body control, coordination, endurance, strength, flexibility, sports skills, recreational activities, and positive health habits along with activities that correlate with or reinforce classroom learning situations was developed by a special team consisting of classroom teachers, the school psychologist, a physical therapist, elementary school physical education staff, and the school principal. This team devised and improvised to team up physical activities with learning experiences in the classroom.

Specific games, relays, and other activities were developed around classroom learning units. For example, as young children concentrated upon such things as *listening activities, identifying letters,* and *identifying numbers,* certain activities were carried on to reinforce these learnings. One of the popular games which accompanied the emphasis on acquiring letter and number concepts was a relay.

NUMBER OR ALPHABET LEARNING RELAY

Formation: Single file lines: Any number of children may participate.
Equipment: Tagboard squares (8 x 11) with numbers or letters printed on one side and a stand for holding the tagboards.
Procedure: Divide children into squads or teams with equal numbers (leader or team captains run a second time for teams with one less member). Give each child a letter or number which he must remember. On the command *Go,* the leader of each squad runs to the stand, finds his letter or number, picks it up, and runs back to his line touching off the next player who repeats the process, which continues until each player has had his turn. The first team to finish wins the game, providing each player has returned with the correct number or letter.

Variations: Give each member of a team two numbers which he must add or subtract and then bring back the correct answer. Give each squad a word so that each member must bring back a letter contained in the word. Make this more difficult by having letters brought back in the correct order to spell the word. Place words instead of letters on tagboards or cards so that each member of the squad returns with a word that helps make a complete sentence.

Circle games using 8 x 11 cards or rubber playground balls were used to reenforce *listening abilities.* For example, children were given cards or balls with letters/numbers/words printed on them. The teacher, standing in the center of the circle, softly gives commands. He may ask for the letter A and then have the child with this letter stand up, turn around, sit down, stand up, and bounce a ball three times and then sit down, *ad infinitum.*

Games like SIMON SAYS and MAY I? require children to listen and then act. Verbal commands and movement problems have also been used effectively to develop body awareness. For example, the teacher may give a command and have the child perform the action. Once students can follow single and simple directions, a variety of complicated tasks and combinations can be introduced.

One of the first goals is for young children to recognize their names, addresses, and telephone numbers. This goal was reenforced during the physical education period in a number of ways. One effective approach was to give each student an 8-inch playground ball marked with his name, address, and telephone number. Balls were stored in a large basket. Students were required to find their own

balls and accept responsibility for them during units involving ball handling skills and activities. Two popular games included were It's Your Name and Snatch.

IT'S YOUR NAME

Equipment: 8- x 16-inch tagboard or cardboard cards, each with a student's name individually printed on it.

Formation: Single line facing the teacher.

Procedure: Instruct students concerning method(s) of locomotion to be used when names are called; stand about five feet in front of and facing students. Pick up two cards and hold them up. The two students whose names are on the cards jump up and move to the finish line using the stipulated movement. Repeat this procedure until all children have moved to the finish line; repeat, moving in the opposite direction. Keep points, with the winner being the one to accumulate the greatest number of points.

Variations: Use last names, addresses, and telephone numbers in various combinations.

SNATCH

Equipment: One bean bag.

Formation: Two single lines facing each other.

Procedure: This game is exactly like SNATCH THE BACON except name (address, telephone number) cards are used instead of calling names. Divide group into two teams and line them up about 12 feet apart. Place the bean bag between the two teams. Flash two cards—a player from each team whose name is flashed runs to the center and tries to get the bean bag and carry it safely across his own goal line without being tagged by his opponent. If the runner carrying the bean bag reaches his goal safely, his team scores one point; if he is tagged, the opposing team scores. If either player touches the bean bag or picks it up and drops it, the opposing player can score by tagging him before he reaches the goal. If both players *stall* and neither one picks up the bean bag, other players may count aloud in unison to *10*. If neither player has taken the bean bag by the count of *10*, both retire to their sides and no point is scored.

Other games requiring use of names which can be played include RED ROVER and SPUD.

Another learning sequence for young children involves recognizing colors. A number of activities were developed or adapted to reenforce color concepts and recognition. Games previously described can be modified so that colors (shapes, sizes, and related concepts) are emphasized. Following are additional physical activities designed to reenforce color recognition.

COLOR RELAY

Equipment: Three large colored circles cut from tagboard or cardboard and six small discs (about 3½-inch diameter) made from the same material and colored; three of the small discs are blue and three white with one set for each team.

Formation: Single file lines.

Procedure: Divide children into squads or teams of equal numbers. Place large circles at 10-foot intervals in front of each team with one blue and one white disc on each of the large circles. Instruct teams as to color discs to be picked up—"Leaders pick up blue discs only!" On the command *Go*, leaders of each team run to the first circle and pick up the blue disc; each continues to the next circle, picks up the blue discs, and runs back to the starting line where he hands the three blue discs to the next player who repeats the process except he lays down the blue discs and picks up the white ones; continue in this alternate manner until each child has had his turn.

FIND THE COLOR

Equipment: An assortment of small colored discs and three large circles cut from tagboard or cardboard.

Formation: Single file lines.

Procedure: Divide the class into squads or teams with equal numbers. Place the large circles about 10 feet from the starting line with assorted colored small discs in each. Tell each team member the color disc he is to pick up—leader pick up blue discs; second runners get yellow discs; each team member is assigned a different color. On the command *Go*, the first runner in each line moves to the large circle, picks up his disc, runs back to the starting line, and touches off the next runner who repeats the process by picking up his color disc, returning, and tagging the next player.

Variations: Increase the number of circles so that each runner picks up discs from two or more circles. Increase the number of circles but place small discs so that each large circle does not have every color of small discs. Flash the name of the color each child is to pick up just prior to his running the course.

Color recognition can also be reenforced through games such as RED LIGHT. The general rules of the game are followed but red, yellow, or green discs are flashed. This also introduces children to the concept of traffic signals. The words *red*, *yellow*, and *green* can be substituted for the colored discs as youngsters gain ability.

IT ALL ADDS UP

ACTIVITIES TO RELIEVE TENSION

Many children demonstrate anxieties and conflicts through their behavior and actions, especially during the first few days of school. A variety of activities were tried out at Baldwin Elementary School to help relieve children's tensions. Successful techniques include having the teacher lead children in the following actions:

STAND by the desk—begin shaking the wrist lightly, and continue by using the whole arm. Next, shake the right ankle and continue by including the entire leg; repeat this action with the left leg.

STAND by the desk—raise the arms overhead, take a deep breath, lower the arms, and expel the air by blowing out; repeat this several times.

STAND by the desk—bend the trunk forward, let the arms hang free and downward; hold this position for several seconds and then return to the standing position; repeat several times.

SIT at the desk with forearms on top of the desk—clasp hands and tighten them, relax, tighten, relax; sit straight with arms dangling at the side of the body, rotate the head in small circles; repeat the entire exercise several times.

Free movement activities also help to alleviate tension-anxiety problems. Orient these activities to each individual by having little instruction or structure. A visual, auditory, or olfactory stimulus can be given so that each student is encouraged to use his imagination to produce actions unique and meaningful to him. Although initially, certain individuals usually become leaders while others become imitators, each child should be continually encouraged to move about in his own way and do his own thing. Later, the early imitators can be chosen to initiate a movement or perform an activity for the entire group. This approach promotes individual thought and action and soon pays off as most children demonstrate patterns of movement which are purposeful, expressive, and nonconforming.

PROJECT
PRIME

AN EXCITING APPROACH TO LEARNING FOR ALL CHILDREN

Project PRIME was designed to coordinate *remedial reading, music education,* and *physical education* to determine the effectiveness of this combination in achieving objectives and overcoming problems often related to remedial/corrective reading activities for educationally disadvantaged children. This approach was based on the premise that the success of a learning process involving human beings must be measured by the extent to which human objectives are attained: the emotional, intellectual, physical, social, aesthetic, and creative growth of every child in accord with his aptitude, capacity, and aspirations. The development of these attributes—*target: human being*—was considered a prime reason for and a logical function of the learning process in public schools. Music and physical education were selected to coordinate with the reading program because of the group contributions they could make toward achieving desired educational aims.

Broad objectives for Project PRIME were to promote improvement in factors considered essential for a total learning process:

- Attitude toward learning, confidence, self-image
- Motivation, attention span, concentration
- Motor development, coordination, rhythmic expression
- Perception, comprehension, interpretation, following directions
- Health, musicality, reading

The human organism needs training to function adequately in learning activities in order to promote behavior that can adjust to life in a complex environment. Development of the human organism is not a priority need restricted to handicapped or underprivileged children. It is a prime essential for *all* children. The complexities of modern society have forced elementary school curriculums to be concerned so much with the cognitive that the human needs for growth to prepare for and to cope with the mental aspects of the learning process are often neglected.

Project PRIME points to an educational approach that can balance the cognitive with the developmental aspects of the total educational process. It contains the possibility of continuity, K-12 and even further, and can establish a foundation for the development of activities useful in leisure time at any stage of life.

Project PRIME demonstrated, to the satisfaction of all concerned, and within its limited scope, that the coordination of language arts (reading in this case), music, and physical education can serve effectively toward overcoming some of the problems and achieving some important objectives in the education of children *who cannot.* As opportunities for further experimentation present themselves, it is anticipated the scope of cordination will include appropriate phases of the visual arts, dance, and drama. A pamphlet, *Report and Evaluation of Project PRIME,* is available from the State Agency for Elementary and Secondary Education, Roger Williams Building, Hayes St., Providence, R.I. 02908.

It all adds up

PART II

ARITHMETIC CONCEPTS REENFORCED THROUGH PHYSICAL EDUCATION

SMALL

BIG.

GREAT BIG!

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Counting, numbers, and arithmetic concepts can be strengthened through physical education when fundamental mathematical concepts are incorporated into these programs. In fact, reenforcing these concepts may offer one of the greatest potentials for relating classroom activities to the gymnasium and playfield. Numbers and counting are essential to keep scores of games; measurements are basic in many games; and counting sequences are incorporated into mass exercises, squad activities, and other aspects of daily physical education classes. Physical education instructors should work closely with classroom teachers so that counting skills and concepts used in the classroom are the ones emphasized during the physical education periods.

Drill and a great deal of repetition are necessary for some children to master certain arithmetic concepts; this is especially true for children who learn slowly. Drill can be fun and interesting; it should be used in situations that relate to the needs and interests of children. The teacher must relate concepts to the children in such a manner that the students realize that they are using and applying arithmetic concepts during play.

Many physical educators fail to grasp teachable moments to reenforce specific classroom skills and concepts because they are unaware of these opportunities or insensitive to all of a child's needs. Some may feel it unnecessary to mention such minor points, taking it for granted that their students have already gained this knowledge about games and related activities. When working with older normal children one often assumes this basic mathematical knowledge has been acquired, but when directing the very young or the very slow learner, numbers can play an important part in understanding the rules of certain games.

Numerical insight seems to follow a definite progression—learning to put numbers in sequence seems to be the first step in this pattern of learning. However, repeating numbers in a sequence is only a memory feat in which a child often associates little or no meaning to values of numbers. For a physical education class to reenforce more than memorization of numbers, games have to be used which help to associate numbers and their values. A variety of dexterity games can be used to reenforce this learning process as well as to develop an awareness of body parts and their control and to help improve hand-eye coordination.

As children become proficient in counting, the skills are extended to other areas. For example, jump rope activities have a great value in reenforcing counting, numbers, and arithmetic concepts. A jump rope unit can begin with several ropes made from #10 sash cord laid on the ground; no more than four students are assigned to a single rope. Each student stands with his right side toward the rope and jumps over counting "one." When a student demonstrates he can control his body during the jump over a still rope on the ground, he is allowed to jump back and forth over a raised rope held about three inches above the ground. The rope still remains still and the student counts as he jumps back and forth over the rope. Each student is encouraged to develop rhythm—jump, hop, jump, hop.

The next step is to jump a swinging rope. The rope is not turned, but swung back and forth about two inches above the ground. The jumper stands beside the rope which touches his right ankle; to begin, swing the rope away from the performer and then back. The performer jumps over the rope moving toward his right side and counts "one." The rope is swung back toward the performer who again jumps over the rope moving toward his, left as he counts "two." This action continues until the performer has jumped ten times or until he misses. If the jumper stops or steps on the rope before the count of ten, or if he miscounts it is considered a miss and he must take one end of the rope. Encourage all jumpers to keep the side of the body toward the rope and watch the person swinging the rope.

Rope jumping activities then progress through usual skills, patterns, and progressions: (1) jump a long rope; (2) front-doors and back-doors using a long rope; (3) single jumper with a short rope; (4) partner jumping with long rope; (5) partners using short rope. Encourage youngsters to develop their own patterns, verses, and counting games with both long and short ropes.

Equipment used in physical education can be numbered. For example, number bases for softball and associated lead-up games—first base with a *1*; second base with a *2*; third base with a *3*; and home plate with a *4*. Players can be reminded of the numerical value of each base.

Balls and strikes also have numerical value and significance with entirely different meanings. Three balls are quite different from three strikes; two strikes and one ball require different reactions to the next pitch than two balls and one strike. Numerical value also determines how long a team stays at bat—three outs and the batting team goes into the field and the fielding team comes to bat. The length of the game is also determined numerically—seven innings, unless, of course, there happens to be a tie!

Older children can learn the numbers of each fielder—pitcher, 1; catcher, 2; first baseman, 3; second baseman, 4; third baseman, 5; shortstop, 6; left fielder, 7; center fielder, 8; right fielder, 9. Numbers can be worn to identify players and their positions on the field.

Square dancing provides many excellent opportunities to reenforce numerical skills, but again the physical education teacher must stress the arithmetic concepts.

Eight persons are required for each set; there are four couples in each set with two head couples and two side couples. Couples also have numbers—1, 2, 3, 4; they can wear numbers on their backs for easy identification during a dance. Students should also realize that two couples have odd numbers and two have even numbers; odd number couples face each other and even number couples face each other.

Students must be able to identify couples in the set to follow directions of the caller. For example, if the caller calls, "First couple lead to the couple on your right—second couple—and circle four," the number one couple must realize they are the ones to move to their right, join hands with couple number two, and move in a circle together. For beginners, numbers and arrows taped on the floor can be helpful.

Warm-up exercises or calisthenics provide additional repetition in counting. Counting is a means of keeping the class together and also provides goals for the number of repetitions for each exercise. Have youngsters count aloud as they perform various movements and activities.

Games which involve numbers are numerous and should be included in the physical education program. Many new games can be created by using different types of equipment and improvising rules from established games and activities. For example, an old standby can be an even more exciting game when played under a parachute.

PICTURES: Top Left—As class members become aware of their extremities and how to control them, counting games are included. Ont of these games is called COUNT THE BALLS.

A little ball, (Use thumb & index finger)
A larger ball, (Both hands form circle)
A great big ball, I see. (Raise hands overhead and form circle)
Can you count them? (Repeat motions
Are you ready? and count as different sizes
One, Two, Three. of circles are made)

Below—A jump rope teaching unit has great value in reenforcing counting concepts. (See text)

She must begin with a still rope . . .

first on the ground and then raised.

Next she learns to jump a swinging rope.

NUMBERS EXCHANGE

Equipment: One parachute and whistle.

Formation: One large circle.

Procedure: After a circle has been formed around the parachute, have the class count-off by sixes (1, 2, 3, 4, 5, 6), more if the class is very large; each child must remember his number. Students hold the parachute up with both hands. The teacher calls a number and students having the called number must change places with one another by going under the raised parachute.

Variations: When a number is called, the parachute is tossed into the air. Any runner touched by the parachute as it descends has a point scored against him. When a student has six points he is out of the game for three turns at which time he returns to the game with zero points.

A variety of locomotor movements can be assigned when playing the game. For example, creep, crawl, walk, run, jump, hop, skip, gallop, slide, leap when changing positions; perform animal walks or other imitative activities when moving under the parachute.

Numbers also provide a good way of keeping check on equipment that is sent to a playing field or to the gymnasium. This procedure takes only a few minutes and can be done orally and in unison by the class just before it leaves for the physical education class or for the playground for recess. The teacher holds up each piece of equipment and children respond with the name and number of what is being shown. For example, two softballs are held up and the class responds, "Two softballs." The procedure is repeated after the class returns from the playing area. This not only provides a repetition in counting objects but also helps the teacher keep a record of equipment that has been checked out from his room.

Other ways in which numbers, counting, and arithmetic concepts can be incorporated into physical education programs include:

- Number squads with each child responsible for remembering his number and the number of his squad.
- Keep score during certain activities and various games.
- Incorporate a variety of arithmetic concepts into movement exploration activities.
- Use weight liftin[illegible]s a means of handling multiple arithmetic processes—e.g., subtract the weight of the bar from total weight to be lifted to get amount of weight to go on the bar; divide the amount of weight to go on the bar in half to determine the amount that goes on each end; locate and place weight on bar in various combinations or sets.
- Compute batting averages, won-loss percentages, and related activities from physical education participation.

Our physical education program is geared for learners who have IQs between 65 and 75, with chronological ages between six and eight and mental ages of four or five. We do not claim this program and approach will perform miracles, but it has improved the general learning experiences of slow learners. At the same time a great deal of improvement in coordination, control, physical fitness, and fundamental motor skills have been developed by children who have taken part in this type of physical education program. It should be pointed out that the physical education program at Baldwin School is based on the objectives and procedures of sound elementary physical education. The coordination and correlation between classroom and gymnasium and playfield are in addition to, not in place of, broad-based and comprehensive physical education.

Our staff sincerely feels that reenforcing classroom learning can be accomplished through physical education provided a conscientious elementary physical education teacher is in char[illegible] of the physical education pro[illegible]ames must be analyzed and the teacher able to identify valuable reenforcement points that can be stressed during various games and activities. Reenforcement activities must add to teaching, fun, and the general objectives of the game or activity; they should never be carried to the point of distracting from the general objectives of physical education itself. The approach has been productive and successful for us—how about for you?

This dexterity game acquaints students with their fingers and how to control them. Fingers laced tightly together become the church. Forefingers point upward to represent the steeple. Then wrists turn forward with fingers facing the performer. Wiggling fingers imitate the movement of the people.

Here is the church,
Here is the steeple . . .

Open the doo[illegible]
And see all th[illegible] people.

Walks, Rambles and Strolls

A MULTIPLE-SENSORY APPROACH—JUST FOR THE WONDER OF IT

By TOM EDSON

Thomas Huxley once commented, "To a person uninstructed in natural history, a country stroll is a walk through a gallery filled with works of art, nine-tenths of which have their faces turned to a wall." A multiple-sensory approach can bring these pictures back into view.

Walks, rambles and strolls are not the same as hikes. Hiking is going on foot from one place to another as quickly as possible and usually for some specific purpose; the physical action and the destination are the most important factors. Walks, rambles, and strolls are relaxed, informal activities, full of *stop-look-listen* just for personal enjoyment. They are excellent ways to stimulate, use, and enjoy the senses.

A Sound Walk

How many sounds can be identified? The rustle of leaves, the scolding of a squirrel, the drone of an airplane, the buzz of different insects, a bird call, the wash of waves. Describe the sounds in words. How many words can be based on sounds like *whirr, hum, buzz*? How do different sounds make you feel? What types of movements show different sounds? What is the difference between a fire alarm sound and a church bell? Do birds and animals have a special alarm or warning sounds? Is there anything absolutely silent? Is electricity in a wire silent? A bird high in the sky? A flower opening?

What is a sound? If a tree falls in the forest and no one hears it did it make sound? A vibration causes air to move like a wave, and when it reaches the ear it vibrates a special instrument, the eardrum. The pattern of that wave against the eardrum tells whether the sound is loud or soft, high or low, sharp or shrill, pleasant or unpleasant. *Listening* is a way to learn.

A Nose Stroll

What smells can be identified? Pine cones? Cut grass? Moist earth? Wet hair? Tar? Leather? A skunk? Mint? Salt air? Fish? A flower? Smoke? What words describe these smells? How does each make you feel?

Have a smelling bee by collecting a number of small bottles that can be corked. Put a few drops or pinches of various well-known liquids or solids with distinctive smells in each bottle; label only with a number. Let youngsters take turns smelling and writing down what they think each bottle contains. This can be done over a period of time, adding and subtracting different smells such as the following:

vanilla
coffee
cinnamon
lemon
onion
vinegar
lime
nutmeg
cedar
garlic
turpentine
clorox
mint
sage
lavender

Blindfold youngsters so that sight doesn't give them an additional clue. Smell is one of the easiest senses to encourage—"I smell something sweet—what is it?" Everyone stops, smells, and looks. Learn new terms to use in describing the smells and use the youngsters' sense of smell to augment other senses.

Walks, Rambles and Strolls

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A Touch Ramble

Touch is a sense we use often but don't give much thought to it. *Don't touch* is one of the first things a baby hears and he hears it for many years. *Don't touch*—it's hot! Your hands are dirty! It will break! But children need to touch; it's a way of finding out, of recognizing, of estimating, of becoming aware of weight and texture.

The sense of touch is usually not so well verbalized as the other senses so this is a good activity area to emphasize. To be aware plus being able to put the feeling into words is a valuable trait. Matching words with touch is a good way to experiment in finding just the right word to describe articles with different textures such as:

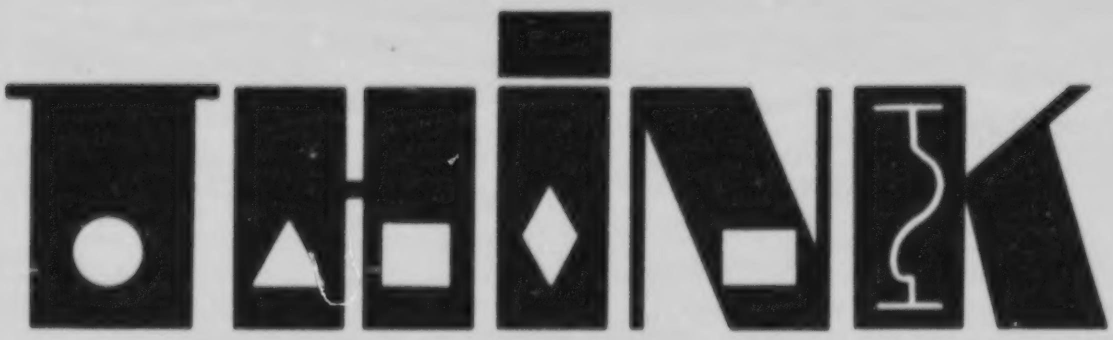
fur
soap
sandpaper
moss
wool
nylon
steel wool
velvet
string
hair
bristle
feather
bark
terry cloth
paper
rock
cracker
pine cone
glass
foil
sponge

As you ramble along, what different "feels" can be described? A patch of moss looks green—it feels soft and damp. A pebble looks white and round—it feels smooth and cool. The margin of one leaf is smooth—but, feel that one! It's like a saw! Pine cones are brown but one feels sharp and another smooth. This stem is smooth and that one is prickly. The ground in the shade feels cool; a foot away, in the sun, it feels warm—which feels moist?

A One-Wonder Walk

Everyone wanders slowly along a path, across a field, through the woods, or along the shore. Each stays within sight and sound of others and looks for something wonderful. The wonder can be the shape, color, movement, location, size, or whatever. When he finds his wonder he marks it with a stake or some easily visible object which can be removed later (of course). When everyone has found and marked his wonder, all visit each other's and discuss their findings and their reasons for selecting them. How does each wonder make you feel? What does it make you want to do? How do you want to move when you see, hear, smell, touch, and taste the wonder?

Motor and Perceptual-Motor Development



**CREATIVELY
TO COME UP
WITH NEW WAYS
TO PRACTICE OLD SKILLS**

PERCEPTUAL MOTOR PLAYGROUND MARKINGS

BY JACK CAPON

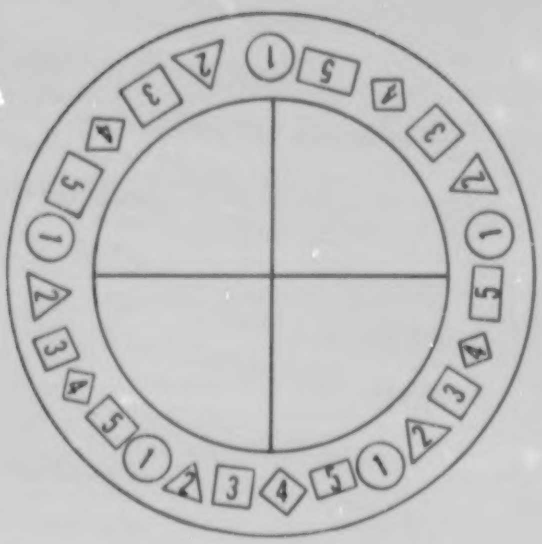
ALAMEDA UNIFIED SCHOOL DISTRICT
ALAMEDA, CALIFORNIA

Don't be content with standard games and equipment; is there another way to do it, a more exciting and more effective way?

The problem of helping the mentally retarded child enhance his control of movement and his awareness of space calls for imaginative approaches to physical activity. In the Alameda Unified School District, we have made extensive use of playground markings to aid perceptual-motor development. To motivate and help children develop locomotor movement skills, we have devised a series of activities or games using different kinds of floor patterns.

In assisting children to recognize line structures for basic shapes, we have also helped to increase control of movement and visual-motor coordination. The games reinforce the child's knowledge and recognition of shapes and numbers in a play environment which also reinforces the academic learning skills of recall and sequencing. It is possible for the child to improve his concept of numbers as he practices the skill of jumping.

Described in the rest of this article are some of the most successful activities used with our perceptual-motor playground markings. These same markings could, of course, be used inside, in gymnasium or multipurpose room, with the help of chalk, paint, or tape.



Shapes and Numbers Circle

Following are only a few of the possibilities for using perceptual - motor playground markings. The creative teacher can come up with a variety of other activities to motivate children to think, move, and learn while using these markings. Arithmetic processes—addition and subtraction—can be easily worked in with the numbers; many kicking games and activities can be devised. Children should be encouraged to invent their own activities.

SPACE AWARENESS TRAINING

CHILDREN . . .

- Move within the confines of the inner circle (walk, run, hop, jump, skip, leap).
- Move continually in different directions; avoid touching anyone.
- Leave the inner circle and freeze within the nearest shape on a predetermined signal (whistle, verbal command).
- Resume movement within the inner circle if they are standing in the shape (triangle, circle, diamond, square, rectangle) or on the number called by the teacher.

LOCOMOTOR SKILLS

CHILDREN . . .

- Move around the outside circle using the locomotor skill called by the teacher (run, skip, slide, gallop).
- Freeze in the nearest shape on a predetermined signal.
- Raise their hand(s) if they are standing in the shape or on the number called by the teacher.
- Hop or jump in place as many times as their number tells them when their shape is called.

BALL SKILLS

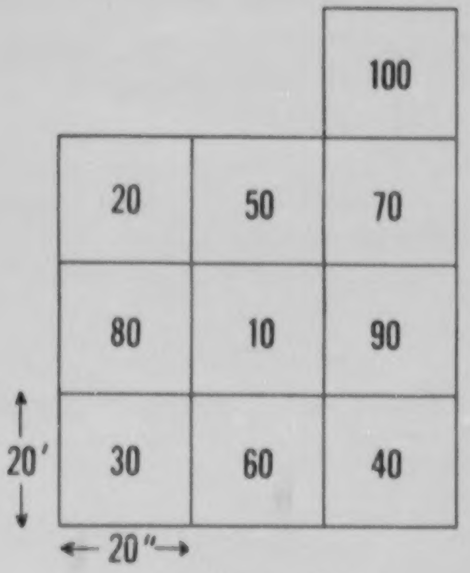
EACH CHILD HAS A SIX OR SEVEN INCH BALL IN HIS POSSESSION. CHILDREN . . .

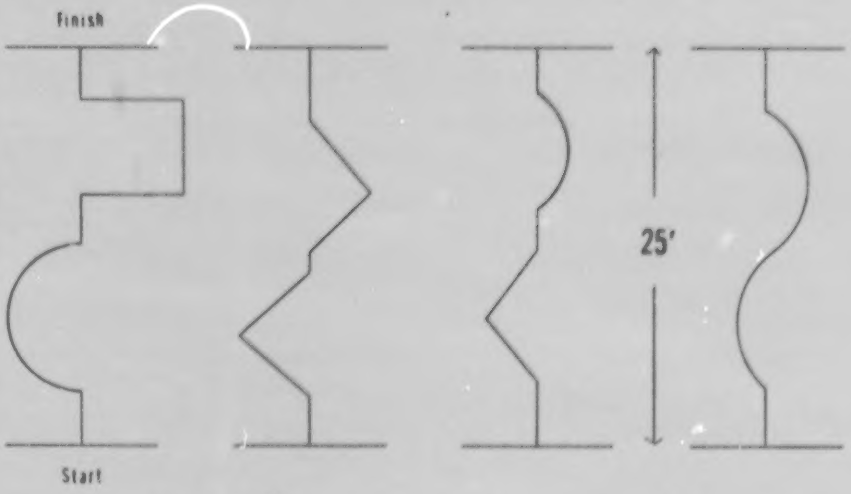
- Move in various ways around the circle while carrying the ball. Increase the challenge by having them dribble the ball with their hands or feet.
- Freeze inside the nearest shape with the ball in their hands on a predetermined signal.
- Toss and catch the ball as many times as their number tells them to (or as the teacher asks) when their shape is called.
- Walk and dribble the ball inside the inner circle as their shape is called.

GAME ACTIVITIES

CIRCLE EXCHANGE TAG—One child is It and stands in the center of the circle; other children stand inside shapes, preferably only one child in each shape. When the teacher calls out a shape or number, all children in that shape or on that number must run through the inner circle and exchange places. If a player is tagged by It before getting inside a vacated shape or number, he becomes the new It. Various locomotor skills may be used in place of running to add variety and skill to the game. Several times during the game have all children rotate to a different shape.

PIN THROW BALL—Each student stands inside a shape or on a number and has a rubber ball (6" or 7") in his possession. A bowling pin is set up in the center of the circle. One student is appointed pin guard and stands near the pin to protect it. When the teacher calls out a shape or number all children standing in that shape or on that number may throw their ball at the pin. If a child knocks the pin down he becomes the new pin guard; the old pin guard takes his place in a shape or on a number. Those who do the throwing retrieve the balls thrown by students on the other side of the circle. When the teacher says, "Rotate," all players move to a different shape or number.





Numbers Jump (Pogo)

PLAYING RULES

- Jumper toes the starting line—any point outside the court—and takes off with both feet at once.
- He must land in Square 10, progress to Square 20, to Square 30, and so on through Square 100.
- Jumper must make each jump without adjusting his feet so the player jumping must think one square ahead in order to land in the best possible position to make his next jump.
- A player misses and must await his next turn if he—
  - —Moves his feet upon landing.
  - —Touches a court line.
  - —Touches any part of his body other than feet to the ground.
- First player reaching Square 100 wins, or award one point to the player reaching the highest numbered square on each round in which case the first player accumulating a predetermined number of points (five or ten) wins.

Movement Patterns

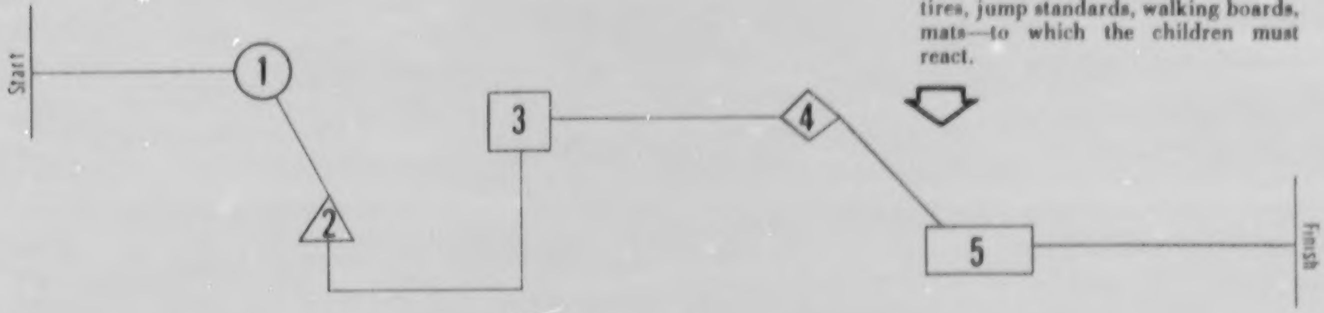
USING MOVEMENT PATTERNS

- Divide children into even-numbered groups; assign each group to a pattern and place them so they are ready to perform at one end of the patterns.
- Challenge children one at a time to move through their patterns using various locomotor movements (walk on tip toes, hop, jump, slide); they must stay on the line of the pattern until the end of the line.
- Rotate groups to new patterns after each child has had several turns to practice skills at his assigned pattern.
- Present new locomotor challenges, "Show me how you can skip the pattern," and continue the activity.
- Incorporate ball skills by challenging children to bounce and catch a ball while traveling on the line pattern (dribble the ball, toss and catch the ball.)

Shapes and Numbers Challenge Course

USING THE COURSE

- Lead children in Follow the Leader, moving through the course using various locomotor skills; change to a different skill when arriving at each shape. Provide opportunities for children to lead; have each child call the name of the shape as he reaches it.
- Present movement challenges and shape/number recognition problems to individual children. For example, "Billy, can you hop on one foot to the triangle?" or "Anne, show me how you can gallop to the square and then skip to the rectangle."
- Challenge children to move through the complete course using assigned locomotor skills or have them create their own patterns of movement.
- Assign children to carry a ball or jump rope as they move through the course in various ways. At each shape they must bounce the ball or jump the rope as many times as the number in the shape.
- At each shape place actual obstacles—tires, jump standards, walking boards, mats—to which the children must react.



RHYTHMIC ACTIVITIES are very important to the learning of perceptual-motor skills. A child's physical behavior and motor performance can be greatly enhanced when rhythm is used as a background for movement activities. Moving fingers that hold a pencil for writing, a crayon for coloring, or a brush for painting, and the even, smooth movments of the eyes in reading are but two evidences of rhythmic motions in everyday activities of children. Coordinated and rhythmic movements of the feet in walking, running, skipping, or galloping; of the arms, hands, and body in catching a ball or in jumping rope; and of the legs and trunk in sitting down or in doing a forward roll are needed to acquire perceptual-motor integration.

All should be viewed and taught as . . .

Adventures in Movement:

RHYTHMIC ACTIVITIES

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Many rhythmic activities can be used in programs for the trainable and educable mentally retarded; they are the same activities used effectively for any child at comparable development levels. Activities are separated into two developmental areas: Free, creative, or rhythmic exploration activities and structured activities. Children need to explore and *to learn to be creative in movement*. They need to learn about moving unhampered by set restrictions, words, or rules. They also need to learn to change direction, to alter levels, and to react to objects upon the suggestion, guidance, or command of instructors, peers, or to records or tapes. All senses may be introduced, activated, and vitalized in this process. Children may show more progress in speech, reading, and writing development from these types of activities than from any other. Rhythmic sensorimotor activities encourage movement so that some children may react to rhythmic activities more than any other sensual stimuli.

Structured Activities

- Lummi sticks to recorded music, mimicked sound, or beat; promotes hand, hand-eye coordination and generalized body movement.
- Songs where body movements are copied, imitated, or initiated: "Itsy Bitsy Spider," "Little Peter Rabbit," "Bunny Hop," "Head, Knees, Shoulders, and Toes."
- Dances where an awareness and acceptance of the body may be first realized: "Looby Lou, "Hokey Pokey."
- Square dances.
- Followed body movements: first the individual fingers, then all fingers, the hands, arms move until all of the body is moving to background music with heavy, light, medium beat; progress is made to free movements.
- Directionality activities: use the hands on a drum (right-left-right-left;

right-right-left-left); feet have same (opposite) movements as hands (beat the drum with the right (left) hand and tap the floor with the left (right) foot).

Free, Creative, Exploratory Activities

- Perform rhythmic as well as body movements to a story that is made-up or read by the teacher: *The Bear*—act out a bear; went up a hill—finger walk up; etc.
- Use of sounds in movement: thunder and rain.
- Move freely after hearing music.
- Move freely while music is playing: vary the beat, tone.
- Use crepe paper steamers, scarves, or similar objects while performing various movement activities to music.
- Use problem solving approaches and activities: How do I move? How many ways can a limb or body part move? Speech is often initiated and encouraged through body movements.

Retarded boys and girls enjoy a variety of folk and square dances. Regular folk dance records are easy to adjust to the abilities of classes and individuals. Many simple folk dances are done in circles; some are done with partners. Square dances may be done with masking tape or contact paper placed on the floor for individual or couple placement and to provide the basis for dance movements and patterns. Speech may be induced if children call steps and movements of both folk and square dances.

Often the retarded child must be PUT THROUGH certain physical activities to force a sensation that will result in awareness of body movement. Once the awareness or sense of feeling is established, movement becomes automatic and natural.

Demands through the use of GIMMICKS not only serve as motivators to the child but force the child to utilize different combinations of body movement.

Exercise not only develops neuromuscular power and coordination but also provides further exposure to demands on body position awareness.

As awareness of body position develops along with strength and coordination, more difficult physical skills can be accomplished. As skills become instinctive, motor development becomes attained. Only then can social demands, cooperation, and competitive effort be successfully imposed upon physical ability.

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FUN

The popular television show *Time Tunnel* weekly flashes back to crucial moments in history; the Fun Tunnel constantly symbolizes new hope and direction for more than 900 neurologically handicapped and mentally retarded youngsters in special education classes in Riverside County, California. The fun tunnel gives special education children new ways to learn and wider experience. It illustrates a live and open-ended, yet uncomplicated, approach to the various problems of the handicapped, retarded, and disturbed. Fun tunnels require specific, almost forced attention until children get through them. Operant conditioning or reward reinforcement are frequently used to motivate and encourage withdrawn children. Sometimes, extra turns on other pieces of equipment—balance beam, balance board, trampolet, fence, jump rope, jump board, or double balance beam—have been effectively used to motivate children to crawl through tunnels, to perform certain sequences, and to bring about progress. Sequences should be simple; various methods and approaches need to be considered in attacking similar problems so that children can achieve progress and avoid plateaus in skill and motor learning. Tunnels can be easily moved to different places on the playground or in classrooms for activities which emphasize various movements in direction, motor patterns, and spatial relations. Two tunnels placed close together offer greater challenges and provide more beneficial effects than do single tunnels.

TUNNEL

Tunnels were introduced last year in the Jurupa Unified School District as part of a SOS (Share Our Selves) Program. Student aides worked in pairs under the direction of classroom teachers during physical education time in classes for educable mentally retarded and educationally handicapped children. All SOS aides came from the continuation senior high school and included individuals outstanding in athletics. Their fine assistance relieved teachers so that they could structure activities for the children with emotional difficulties and special problems. The student aides wore SOS teeshirts while they showed the different way to crawl through the fun tunnel. One aide held one end of the tunnel; another led and demonstrated the activities. Aides often had to make on-the-spot decisions: should they step in and help a child figure out a problem or let him try to solve it alone? Most of the children identified well and quickly with the aides. Children anticipated their turn in the fun tunnel with much enthusiasm and interest, but each had to control his actions and wait his turn. The happy and excited participation of other children helped to encourage the more timid to try it also. Activities developed for the tunnel included: crawl (creep) forward (backward); roll a ball and catch it; crab walk, dog walk, or other mimetic activities; hop (jump) through tunnel; bridge (face-up, face down) with one hand or foot in the air, moving down the middle of the fun tunnel.

Much was learned by teachers, students, and aides during the Fun Tunnel project:

HYPERACTIVE CHILDREN need definite boundaries and some structure in games and related activities to help them develop control of body movements in limited areas.

SKILL SEQUENCES and activity progression have to be broken into small steps to ensure success and build confidence.

MANY EMR CHILDREN—IQ 50-70—function as well, if not better, in games, sports, and athletics than non-retarded. However, many retarded have other hang-ups such as social adjustment problems, emotional overlays, and psychological problems; some are easily distracted, hyperactive, or have difficulty in remembering sequences.

MANY SIMPLE ACTIVITIES—such as the fun tunnel—can be used as effective tools to motivate and communicate with these children. Tunnels can decrease a child's fear of closed places; many children went through tunnels because of peer support and encouragement.

FACIAL EXPRESSIONS and body movements are tip-offs to what a child will do next.

SELF-AWARENESS can be improved with tunnels. Children have better concepts of their own heights; a greater awareness of their extremities, where the hands and feet are while crawling, how the body follows the head in movement, and position changes of legs and arms; more indication of the location sense and how the body fits in and out of objects.

ATTENTION SPAN can be developed as children focus attention on a single task and block out all external distractions while crawling through tunnels.

INSTRUCTORS, TEACHERS, VOLUNTEERS, PARENTS—all who deal with these children—must learn when to confront them with reality and when to say nothing; they must learn how much protection to give children without fostering unhealthy dependence.

THE HEIGHT OF A LINE

The lion tamer cracks his whip and one of his trained animals performs his repertoire. Other lions wait in their assigned spaces for their cue so that they too can perform. Why do they wait? Why don't they try to get into the act? If too many lions attempt to perform at once they get in each other's way. The result is chaos and the lion tamer loses control of his group. More than likely the lions have been conditioned to waiting, knowing that following directions will be rewarded, and also knowing that failure to follow directions will have its reward too. So the lions wait in their assigned spaces; each waits for his cue to perform.

To make vicious circus lions analogous to a small group of mildly retarded boys is tantamount to labeling all self-centered children as autistic. Even by adding other labels, such as hyperactive, aggressive, or hostile, to this small group of mildly retarded boys in no way justifies making this analogy. But perhaps there are some comparisons that can be made.

As stated previously, chaos results if all lions attempt to perform at once within the confines of a small cage. Likewise chaos could result if six mildly retarded boys with varying behavior disorders attempt to perform physical education activities at the same time within the confines of a small exercise room. The lion knows his assigned space and he returns there after performing. If a child had a similarly assigned space in a physical education class, perhaps he too would return there after performing.

A physical educator using a movement exploration approach to teaching might tell children in his class to find a space, a space in which he can perform, a space with imaginative dimensions, a space no one else should enter, a space that is his. But what is such a space to a retarded child? Can such a space be meaningful to him? Perhaps it is too intangible for him to understand for it is quite abstract. But such a space can have boundaries and hence be concrete instead of abstract. Couldn't a space have a shape? A shape has defined limits and one can perform exercises in a shape. Perhaps a shape can even have a vertical dimension. If such a shape can have imaginative height, perhaps a boundary line can also have height, and perhaps a boundary line can serve to restrain.

This theorizing was put into practice in the exercise room of the Indiana University Developmental Training Center (DTC). In view of the size of this exercise room and the number and type of children enrolled at the DTC, six seemed to be an optimum class size. Six geometric shapes were laid out on the floor with plastic tape. It also seemed advantageous to make a room within a room with tape lines and boundaries to separate the end of the exercise room that served as a corridor from the exercise room proper, lessen the distractibility of equipment not being used, and provide an

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area outside of the boundary lines for observers. In addition it appeared advantageous to place a large circle in the room for use in circle games and to provide a further boundary. Again, the basic premise for the lines was that the typical retarded child with behavior disorders who is in residence at the DTC needs defined boundaries.

When a child reports to his physical education class he must first check-in; this is done either by printing his name on the board, drawing a shape by his pre-printed name on the board, or just noting which shape appears by his name. After checking-in, the child goes to his shape and waits. The shape is then his space. Its lines are his immediate boundaries. During the course of his class he might exchange shapes with another if directed to do so, perform different activities in and/or around the large center circle, perform activities in his shape or upon a mat covering his shape, or watch the performance of another while waiting in his shape. Regardless of the activity, the child is instructed that he is never to cross the outside boundary line until he is dismissed from class.

Do the lines work? Do the lines restrain? Those who have observed the lines and shapes in operation at the DTC believe that they work. It is now much easier to maintain control of the children. Furthermore it contributes to the total physical education program. The main purpose of the DTC is to train university students from various disciplines. During the current semester 35 students enrolled in adapted physical education courses are participating in field study at the DTC. All of these students observe a minimum of two physical education classes prior to any nominal involvement with that particular class. During the third class period these practicum students crossed the boundary line into the room on the road to progressively greater involvement in teaching these children. Those from other disciplines also observe; in all cases observers are instructed to sit or stand outside of the black boundary lines and to blend into the wall as much as possible. The children are told not to pay attention to these people because they are not in the room, they are outside of the boundary line. All but the most immature children have accepted this concept and these observers have been but a negligible distraction.

A mildly retarded boy with behavior disorders is not a lion and a plastic-tape line is not a cage, but perhaps they are analogous. From our experience it appears that a line can have height and that this height can facilitate control of children in physical education classes.

TRY IT!

Balance Beam
Hoola Hoops
Circuit Training

DEVELOPMENTAL ACTIVITIES

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MANY MENTALLY RETARDED children exhibit difficulties when performing activities which require balance. Balance is a foundation for more complex motor activities which include various kinds of agility tasks such as throwing, catching, running, and skipping. Without a firm foundation of balance, these more complex activities may present extreme problems for the retarded child.

When working on balance activities with retarded children, all activities to be taught on the beam can and may have to be taught on the floor first. It is of utmost importance that these balance activities be motivational in nature.

The following motivational balance activities may be adapted according to the needs of the children involved.

- Crawl across the beam.
- Sit on the beam without touching the floor.
- Roll a ball across the beam to a partner.
- Balance a bean bag on various parts of the body while crossing the beam.
- Pick up various objects from the beam while maintaining balance.
- Catch medicine balls while in various positions on the beam.
- Keep It Up volleyball drill with a partner using a volleyball or a balloon.
- Balance on one foot (then the other foot).

Carry (spin) hoola hoops on extended arms (legs) while crossing the beam.

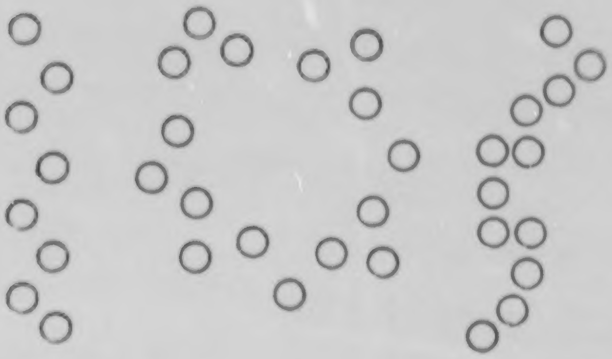
Step through hoola hoops placed at different levels.

Walk under (over) wands (sticks, dowels) placed at different levels.

- Step into hoops placed on the beam; bend down and pick up each hoop.
- Toss and catch hoops; have partners toss and catch hoops.
- Walk across beam with hoop and step through it.
- Carry Ping Pong balls in spoons while crossing the beam.
- Bounce and catch balls on the floor while maintaining balance (moving) on the beam.
- Bounce and catch balls off the beam's surface.
- Carry medicine balls or bleach bottles filled with sand across the beam.
- Include the balance beam in obstacle course activities.
- Place footprints on the surface of the beam for various movements to be executed.
- Include team contests: use two beams and have opposing teams bounce balls back and forth to determine which team can keep all of its members on the beam the longer time. Use other items for this activity such as hoola hoops, bean bags, and medicine balls.
- Encourage the children to create and develop activities they have never seen performed on the balance beam. Provide opportunities for problem solving and creative thought through such games as follow the leader and add-on (a child performs some stunt or activity; the next child does this plus another that he adds on; each child then does what all others have done plus a new one).

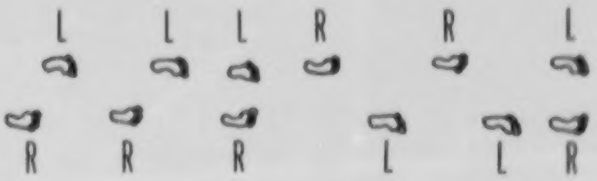
HOOLA HOOP

Hoola hoops[1] have been beneficial in helping retarded children develop agility and coordination. Hoops can be placed on the floor in various patterns according to the ability of the students; space between hoops may be altered depending upon the size and ability of the child. The child is asked to place feet in each hoop as he progresses from walking to running, jumping, hopping, skipping, and leaping. Possible patterns include:



Additional Techniques

- Color code the feet of the child to correspond with the color of the hoop to help reinforce correct foot placement. Use crepe paper tied around the ankles, small squares of paper placed on the toes, colored socks, cloth garters, or anklets to designate correct foot placement.
- Use footprints of various primary colors to help develop agility and to reinforce color discrimination. Footprints may be painted on the floor with tempera, made from construction paper and taped on the floor, cut from colored tape, constructed from contact paper, cut from carpet runner, or made from similar easily obtained materials.
- Footprints can be used to help in movements onto, across, and from balance beams or walking boards. Students walk, jump, and balance while following footprints across the balance beam, concluding with steps across the midline of the body. Other locomotor movements can be introduced by changing the patterns of the footprints.



Variations

- Incorporate handprints into the patterns.
- Include the prints as part of an obstacle course.
- Use these activities as lead-ups for hopscotch and related games.

CIRCUIT TRAINING

Circuit training is an excellent method for developing locomotor strength and endurance. A circuit consists of a series of activities at various stations which must be completed as quickly as possible. A gymnasium is an ideal area to conduct such a program but it may also be conducted in a classroom with running activities eliminated.

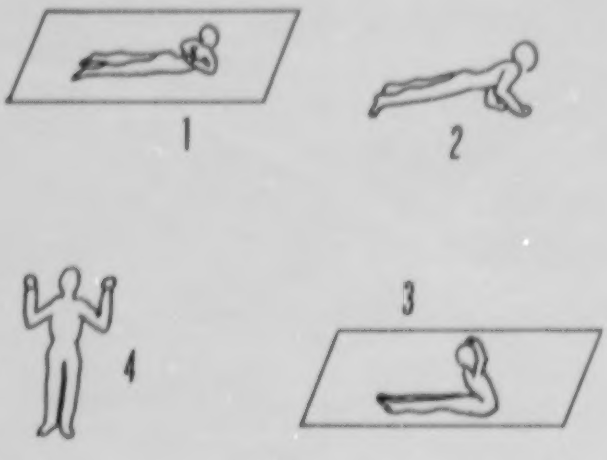
Varying levels of physical fitness may make it necessary to classify children into various ability levels such as:

AAA—any child awarded a fitness badge on the Special Fitness Test for the Metally Retarded.[2]

AA—any child scoring between the 30th and 50th percentiles on the Special Fitness Test.

A—any child with severe motor and agility problems.

A circuit may consist of four to six stations with specific activities conducted at each station. For example, in a four station circuit, activities might be: (1) reverse sit-ups; (2) push-ups; (3) sit-ups; and (4) jump and reach.



Each child runs the circuit three times with children classified as AAA executing four repetitions at each station; those classified as AA executing three repetitions; and children classified as A doing two repetitions. At the end of each week (session) repetitions may be increased for each individual according to his progress and achievement.

Procedures and techniques which add to the benefits of circuit training include:

- Let each child have a partner to help with exercises.
- Do exercises to music.
- Encourage children to *beat* their previous time for three circuits.
- Provide duplicate stations for activities which may cause tie-ups and cause children to wait for others to finish.
- Establish various skill learning stations such as ones for ball handling, recreational activities, racket skills, exploratory activities, bowling skills.

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[1] Bicycle tires, automobile tires, garden hose made into loops and secured with wooden dowels, rope, circles painted on the floor or all surface area, or circles cut from contact paper or similar substances can be substituted for hoops.

[2] *Special Fitness Test Manual for the Mentally Retarded.* Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1968, 56 pp. (242-07906).

OUR CHILDREN yearn to apply the academic experiences to relevant child-centered living experiences. Math, social studies, and science become most meaningful in the game of "jacks" when played on a painted playground map of the United States. The same concept applies to swinging the "jump the shot" rope in a ground level orbit. An infinite number of educative incidents occur during the play or recess period. We have got to identify and utilize them in the teaching process.

The teachable moments are ever present. They can be easily magnified through industrious planning. They can be multiplied through purposeful structuring of the physical environment. The teaching and learning aids and the manipulative devices must not be restricted to the classroom. The *entire* educational plant can and must be transformed into a living learning center.

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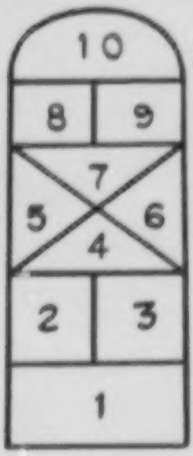
That
all might
GROW . . *that each child might have daily opportunities to explore and discover; that learning might extend beyond the classroom walls into the outdoor learning laboratory; that decisions, challenging motivations and success might envelop each boy and girl; and that unique needs might be met through living experiences reads the credo of this document.*

From "Introduction" to THAT ALL MIGHT GROW
Southeastern (Ohio) School Supervisors Association

It is suggested that we borrow from the conclusion of Lincoln's Gettysburg Address as we structure playgrounds. "That our educational endeavors have a new birth of relevance, and that playgrounds of children, for children, and by children (pupil assistance in planning and structuring) shall not perish from the tax supported earth." It is also suggested that definite objectives, themes, or principles be woven into the daily classroom break of playtime. Fun is the motivator, but learning is the child's most important business during the school day.

Structuring the Outside Learning Laboratory

- Play is a motivational vehicle for learning. The playground — as well as the gymnasium floor — is a significant learning laboratory, and when covered with activity stations, it provides a variety of mental and physical challenges.
- It is suggested that a committee of pupils be involved in the total planning and structuring. The first step is to identify the possible activities and their practical locations — some games are best located away from the building. Step two is the temporary outlining of stations using chalk. Then the children should experiment with the games to identify needed structural adjustments. The final step is to paint in the activity and restraining lines.

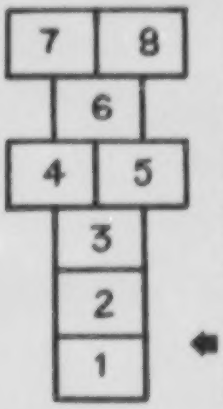


AMERICAN HOPSCOTCH

American Hopscotch
Number of players: 1-10.
Equipment: Button, flat bean bag, or other small object.
Area: Hard surfaced area which can be painted or chalked.

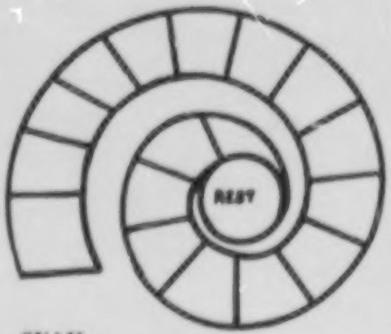
Stand at start and toss object into space 1. Jump over this space and land with left foot in space 2 and right foot in space 3. Hop on one foot into space 4. Continue hopping, landing with one foot in single spaces and two feet in adjacent spaces. Hop into space 10 on one foot taking extra hops on this foot to reach position to start back. After reaching spaces 2 and 3, retrieve object from space 1. Then hop into and out of space 1. On the next turn toss object into space 2. Avoid landing in this space until return. On return stop with one foot in space 3, retrieve object from space 2, hop into space 2, then into space 1 and then out. The player continues tossing object into each space in turn. If a foul is committed the turn is terminated. First child completing the cycle is the winner.

Fouls are committed by stepping on any line, tossing the object on a line or into a wrong space, hopping more than once in a square except where the rules permit, changing feet on single hops, touching hand or other foot to court when hopping or retrieving object.



FRENCH HOPSCOTCH

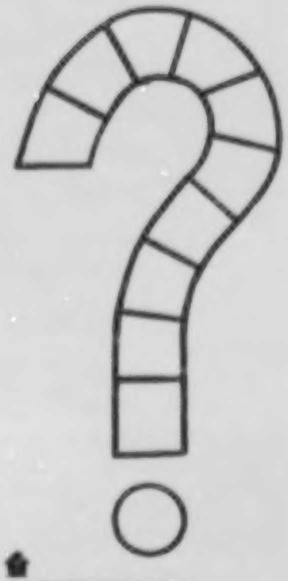
French Hopscotch is played in the same manner as American Hopscotch.



SNAIL HOPSCOTCH

Snail Hopscotch. Hop on one foot to space marked rest without touching any line of court. Rest there on two feet and then hop back to starting place. If successful trip is made, place initials in any block except rest block. Following players hop into every block except those having initials following the same procedure as the first player. Each player may rest in the block which has his own initials. Winner makes the most successful trips and has the most initialed blocks.

Fouls are committed by stepping on any line, putting both feet on the court while hopping, or hopping into another's initialed block.



QUESTIONMARK HOPSCOTCH

Question mark hopscotch is played in the same manner as snail hopscotch. Start by standing in the circle.

IDEAS FROM OUR READERS

JEANNE ACKERMAN
6117 Tilden Lane
Rockville, Maryland 20852

ACTIVITIES FOR DEVELOPING SKILLS IN LOCOMOTION

JACK AND JILL low skill level Age: 4-7

Objective: to be able to roll in a coordinated manner.

A gentle slope is a perfect place to "climb up the hill" and come rolling down the hill. Encourage the child to roll freely, arms over chest and face. Stand at bottom until child is able to stop well.

Variation: Look for a sloping sand dune at the beach. Build your own hill out of snow. Or, use an old blanket, gently raising one end as the child rolls. Even fun for two.

TUNNEL FUN low skill level Age: 4-7

Objective: to move on hands and knees in alternative movements of right and left.

The commercial tube of cloth stretched over a wire frame is excellent. A good tunnel can be made by tipping over straight chairs, and covering them with old sheets, making a low passage-way. A long coffee table will also serve as a frame to crawl under.

STEPPING STONES moderate skill level Age: 4-8

Objective: to walk with feet in good alignment, even-length steps.

Cut from red and green paper, footprints slightly larger than child's foot. Use green for right, red for left. Set up a pattern of steps. If the child is barefoot, he should be able to feel the paper with his feet, and put the foot directly on it, adjusting toes in or out if necessary. It is nice if the steps lead somewhere: perhaps to the cookie jar. Or to a coat which needs to be hung up.

Variation: Place the footprints on stairs, to encourage walking alternating feet up the stairs, one foot per tread.

Place them in a pattern for hopping, skipping or galloping.

LET'S GO FLY A KITE low skill level Age: 6-12

Objective: to be able to run freely without looking at feet.

Whether or not the kite ever gets up in the air, you and your child can do lots of running in the open space to get the kite started. To a child, flying a kite is pulling it behind as you run. If it gets up in the air, that is a bonus.

ACTIVITIES FOR DEVELOPING LATERALITY AND DIRECTIONALITY

HOWDY DOODY TIME Low skill level Age: 4-7

Objective: to teach awareness of right hand.

This is a signal for using the right hand to shake hands with the person nearest to you. Anyone can call "Howdy-Doody" at any time. Always shake the *right* hand. Mark the hand with a ribbon or ring, nail polish, or bracelet.

Variation: Don't forget that dolls, stuffed animals, and even dogs and cats can shake hands. This requires figuring out which is the right hand to shake.

DO IT RIGHT Low skill level Age: 4-7

Objective: to teach awareness of right hand and left hand.

This is a game of doing things with either hand. Mark a coin for right and left. Flip the coin (or other marker) to determine whether you perform with right hand or left. Then draw a card from a pile made up beforehand to find out what you must do. Then, do it. Suggestions include: cut a picture from a magazine,

dial a telephone number,
brush your teeth
catch & throw a ball

write your name,
set the table
eat a bowl of cereal

ALL RIGHT low skill level Age:4-7

Objective: to teach awareness of right or left hand

Have a "Right Hand Day", or "Left Hand Day". Everything that day must be done with the chosen hand: eating, writing, cooking, dressing, playing. This can make a hilarious day of fun for the whole family.

Variation: If that sounds like too much, limit the time period to one hour.

SECRET TREASURE moderate skill level Age: 4-7

Objective: to be able to move in directions of right and left.

Set limits of an area, such as a yard or a large room. Give the child simple directions to follow a path, involving going around or under things, to and from, and right and left turns. These will lead to a treasure which you have hidden. Use as many directions as the child can handle.

Variation: When he comes back, ask him to tell you where he went and what he did.

Example: Take 3 steps forward, turn to the right and go under the table.

NEIL STOLLER
Teacher Trainer
New York City Public Schools

Shape up!

Locomotor skills can be used to help children identify shapes, colors, words, numbers, left/right discrimination, space, and directions, along with many other concepts important in the total developmental process. It only takes a little imagination and some simple materials to get children to move, think, and learn.

For example, gather cardboard from boxes, cartons, or crates, or get any material (floor tiles, plastic) that will slide along the floor. Cut the material into shapes large enough for a child to stand on. Then—

PRESENT shapes to the children and have them identify and talk about the material; have them hold (rub, feel, twist, push, pull, touch, and even smell) the material and describe it.

TOSS the shapes around the gym or a classroom where desks have been moved and ask each child to stand on a shape; specify shapes of different types, colors, sizes, and in various combinations.

CHALLENGE each youngster to—

- stand tall (short, taller, shorter, high, low, big, little, fat, thin), on (beside, in front, behind) the shape, on both feet (one, other, left, right foot), with eyes open (closed), hands held in different positions (to sides, in front of body, behind self, high, low, over head, on floor, to left or right), and arms and/or legs moving in various ways (slow, fast, slower, faster, like a triangle, steam engine).
- turn himself and the shape around.
- jump (hop) forward (backward, sideward, left, right), from (on, over, across) shape.
- move (skate) by keeping one foot on the shape and the other on the floor; go in straight (zig zag, long, short, wiggly, crooked, curved) lines, in big (small, tiny, larger) circles (triangles, squares, rectangles, diamonds), with or without music.
- try novel activities and movements such as bending knees and pushing shape along the floor; encourage youngsters to invent their own activities.

Moving the shape by bending, pushing, sliding

Racing with the shape

INTRODUCE games such as—

Shape Tag. Give each child a shape. One child who is *It* skates and attempts to tag other children who skate away and try to avoid being tagged; child tagged becomes *It.*

Change Shapes. Use squares, circles, triangles, and/or other shapes. Each child stands on a shape and on signal changes to another shape. Question children about shapes they are on and one from which they changed.

Musical Shapes. Place shapes in a circle so that there is one less than the number of players. Children walk (run, jump, hop, skip, gallop, slide) to music, clapping, drum beat, or other beat; when beat stops, each child tries to stand on a shape. Child not on a shape must do push-ups, sit-ups, run a lap, jump rope, or perform some other fun penalty.

NOTE: Shape activities have been used successfully in New York City Public Schools with educable mentally retarded boys and girls 7 to 12 years of age and trainable mentally retarded children 10 to 16 years of age. Variations of shape activities have been introduced using colors, numbers, letters, and words. It is felt that movement itself, many variations in patterns, movements, and activities, and fun have motivated youngsters in these activities. Teachers have used the interest in these activities to reinforce language and in teaching or reinforcing various cognitive skills.

Author Neil Stoller is teacher trainer of motor development and perceptual training activities in the New York City Public Schools, 3 Paerdegat 6th Street, Brooklyn.

Moving the shape in space

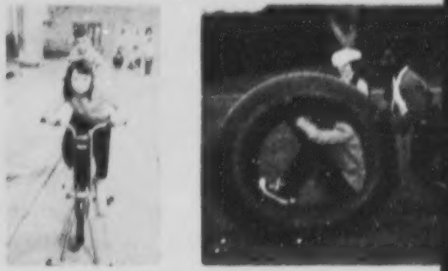
Sliding along on the shape, Changing from left to right

Motor Deve

Motor development for the retarded child must be demanded, developed, and pursued. For too many years this potential was not recognized or emphasized. To ignore motor development of the retarded child is to deny him a chance for successful achievement. Without a foundation in basic motor skills and abilities, more complex learning tasks are not likely to take place. For example, a child who is not aware of how his body moves in space may have difficulty writing his name or staying within a defined area on paper. In order to achieve an awareness of body movement, motor activities must be initiated at an early age. Poor motor development often is not the result of the child's inability to perform but a lack of exposure to and experience in motor activities. Parents as well as educators must provide activities which will help the child develop an awareness of body movement.

OFTEN THE RETARDED CHILD MUST BE PUT THROUGH CERTAIN PHYSIC
ONCE THE AWARENESS OR SENSE OF FEELING IS ESTABLISHED, MOVE

DEMANDS THROUGH THE USE OF GIMMICKS NOT ONLY SERVE AS MOT



EXERCISE NOT ONLY DEVELOPS NEUROMUSCULAR PO

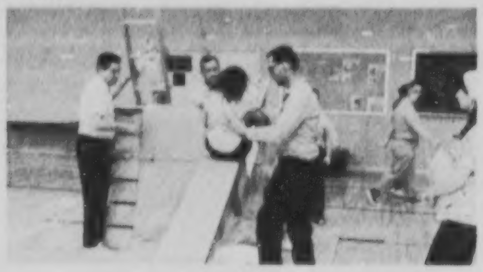
AS AWARENESS OF BODY POSITION
MOTOR DEVELOPMENT IS ENHANC

C

lopment

SUSAN RADABAUGH
Physical Education Teacher
Dyer School
Cincinnati, Ohio

L ACTIVITIES TO FORCE A SENSATION THAT WILL RESULT IN AWARENESS OF BODY MOVEMENT.
ENT BECOMES AUTOMATIC AND NATURAL.



ATORS TO THE CHILD BUT FORCE THE CHILD TO UTILIZE DIFFERENT COMBINATIONS OF BODY MOVEMENT.

ER AND COORDINATION BUT ALSO PROVIDES FURTHER EXPOSURE TO DEMANDS ON BODY POSITION AWARENESS.

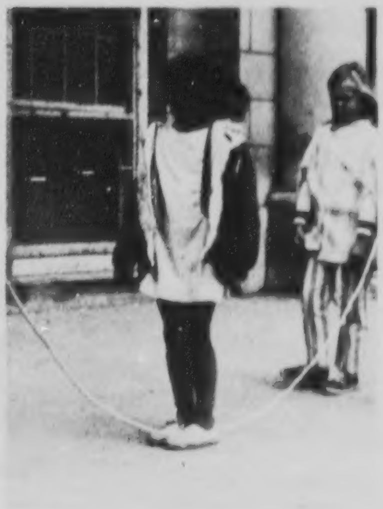
EVELOPS, ALONG WITH STRENGTH AND COORDINATION, MORE DIFFICULT PHYSICAL SKILLS CAN BE ACCOMPLISHED.
AND THEN SOCIAL DEMANDS, COOPERATION, AND COMPETITIVE EFFORT CAN BE SUCCESSFULLY IMPOSED UPON PHYSICAL ABILITY.

Physical Education/Fitness

ROPE SKIPPING is a 16-minute, sound/color film (Martin Moyer Productions, 900 Federal Avenue E., Seattle, Washington 98102) dealing with and showing elementary through high school youngsters participating in rope skipping activities. Dennis Meyer, author of this article, is a member of the Department of Health, Physical Education, and Recreation, Seattle Public Schools, 815 4th Avenue North, Seattle Washington 98109.

ROPE SKIPPING is an excellent complete body activity that —

- Increases coordination, rhythm, timing, flexibility, balance, and agility.
- Promotes cardiorespiratory development and endurance.
- Increases both speed and endurance.
- Contributes to weight control and total physical condition.
- Is fun, challenging, adaptable, and developmental in nature.
- Can be used at all levels from pre-school through adulthood.
- Allows for a maximum amount of activity with a minimum amount of space, equipment, and expense.
- Provides another rhythm activity to supplement dance activities.
- Can be done in degrees from simply jumping over slowly moving ropes swung gently, to simple two-foot basis jumping for younger age and lower functional level groups, to speed jumping for conditioning among older and more talented participants, to dance-type steps worked into routines of differing complexities at all levels.
- Provides excellent opportunities for program demonstrations before various parent, school, and community groups.



ROPE S

- Is an activity that seems to supply a need for coordination and timing.
- Has excellent carry over value.
- Can be used as either an individual or group activity, indoors or outdoors, and during any part of the year.
- Is an activity that can be highly structured and organized while also offering unlimited possibilities for creative expression by participants as they invent new steps and movements, develop routines of their own, and put together innovative and unusual combinations.

The Rope

To determine proper length of rope for a particular individual, have him stand on the center of the rope so the ends when drawn up each side of the body terminate at approximately shoulder height. Cut ropes for elementary school children in nine foot lengths making adjustments for smaller and shorter children by having them wrap rope around their hands.

While ropes of various kinds usually can be obtained commercially, persons responsible for many physical education and recreation programs make their own. Ropes can be made from ordinary clothes line or from 3/8 inch diameter tight weave yellow plastic rope. Plastic ropes wear extremely well and ends can be melted permanently to stop fraying. Ropes work well without handles, but handles can be made if a drill press is available. Cut one to one and one-quarter inch diameter wooden dowels into lengths of four inches, drill out a 3/8 inch center, and then reem out one end slightly so the larger melted blob at the rope's end fits down into the dowel.

Progression for Rope-Skipping

- Give all explanations and have participants learn and practice steps, movements, or patterns first in half-time rhythm. After students master steps in different rhythms, routines and countless combinations can be devised with different steps and in various rhythms.
- Have a student who is having difficulty with a pattern first go through foot motions without the rope.
- Use poi poi balls to introduce arm movements and patterns for various steps.
- Begin using music almost immediately since it tells the performer when to do the step and helps to keep a steady rhythm. Any record with a steady tempo of 120 to 150 beats per minute suffices with beginners. However, for some poorly coordinated individuals, slower beat records or use of multi-speed phonographs to slow down faster records will be effective.
- Watch for different steps and tunes that lend themselves to new routines. For example, the *can-can* has a very fast tempo and is excellent to motivate, challenge, and stimulate better jumpers.

Steps, Patterns, and Routines

- *Two-foot basic step*—keep feet together and jump over rope as it passes under feet; take a preparatory rebound while rope is over head.
- *Alternate foot basic step*—shift weight alternately from one foot to other, raising unweighted foot in a running position as rope passes under feet.
- *Swing step forward*—execute in the same manner as *alternate foot basic step* except swing free leg forward; keep knee loose and let foot swing naturally.
- *Swing step sideward*—execute in the same manner as *swing step forward* except swing free leg to side; keep knee stiff.
- *Spread legs, forward and backward*—start in stride position as in *rocker step* with weight equally distributed on both feet; jump into air and reverse feet position as rope passes under feet.
- *Cross legs sideward*—spread legs in straddle position sideward as rope passes under feet; jump into air and cross feet with right foot forward as rope passes under feet on next turn; continue in this manner alternating forward feet.
- *Toe touch forward*—swing right foot forward as rope passes under feet; land with weight on left foot touching right toe forward; alternate landing on right foot and touching left toe forward.
- *Toe touch backward*—execute the same as *toe touch forward* except touch toe of unweighted foot next to heel of weighted foot.

Terminology

- *Rebound*—hop in place as rope passes over head; better jumpers only bend knees slightly without actually leaving ground.
- *Half-time*—jump over rope, rebound—hop in place—as rope passes over head then execute second step or repeat original step a second time on second jump; rope rotates slowly since there is a rebound between each jump. *Half time means slow rope and slow feet.*
- *Single time*—rotate rope in time to music which means twice number of rope turns as in half-time; execute step only when rope is passing under feet. *Single time means fast rope and fast feet.*
- *Double time*—turn rope at same speed as half time (slow) but rather than take rebound, execute another step while rope is passing under feet. *Double time means slow rope and fast feet.*

SKIPPING

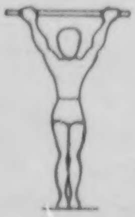
Towel and stick isometrics can be used to develop strength. It's an application of an irresistible force meeting an immovable object. Use large bath towels or 36-inch wooden dowels. In each towel and stick routine there are six exercises each divided into pull (exertion) and rest (relaxation) stages. As youngsters get stronger, increase pull and reduce rest stages as shown in the sample 25-second cycles.

LEVEL	PULL	REST
Rookie	6 sec.	19 sec.
Winner	9 sec.	16 sec.
Star	12 sec.	13 sec.
Champ	15 sec.	10 sec.
Super-Champ	18 sec.	7 sec.

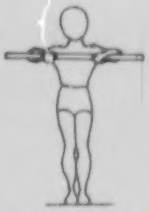
Towel & Stick

STICK ROUTINE

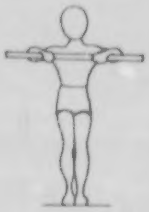
1. Arm Spreader
Place stick above head with hands wide apart. Spread arms as if to stretch stick.



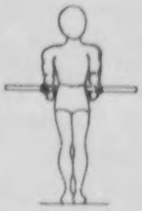
2. Stick Push
Hold stick at chest height with hands 12 to 18 inches apart. Put arms and elbows in horizontal plane with stick. Push hands toward each other.



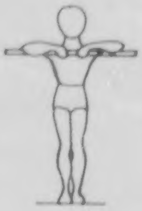
3. Stick Pull
Same position as for Stick Push. Pull hands apart.



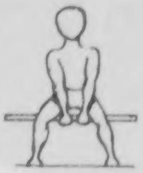
4. Back Push
Place stick behind back at waist level. Place palms of hands so they face forward with little fingers in position to be able to touch sides or back. Push forward and downward. Contract stomach muscles.



5. Hand Spreader
Place stick underneath chin. Put hands on top of stick about four to six inches apart. Spread hands apart, using back muscles.

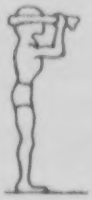


6. Dead Lift
Spread legs and place stick behind bend of knees. Keep arms and back straight and head up. Lift stick up, keeping feet on floor.

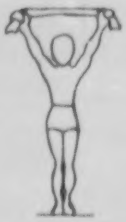


TOWEL ROUTINE

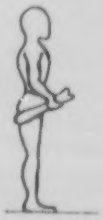
1. Head Pull
Place towel behind head. Pull forward with arms and push backward with head.



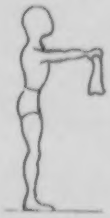
2. Arm Spreader
Place towel above head with hands wide apart. Spread arms as if to stretch the towel.



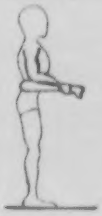
3. Forward Curl
Place towel underneath hips. Pull upward and forward in an attempt to lift body. Keep hands below elbows with arms bent.



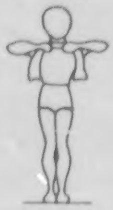
4. Wrist Curl
Twist towel as if it were wet and needed wringing out. Twist one hand upward, other downward. Reverse directions and positions of hands.



5. Waist Pull
Place towel around waist. Pull towel against body. Keep hands at waist level and tighten abdominal muscles.

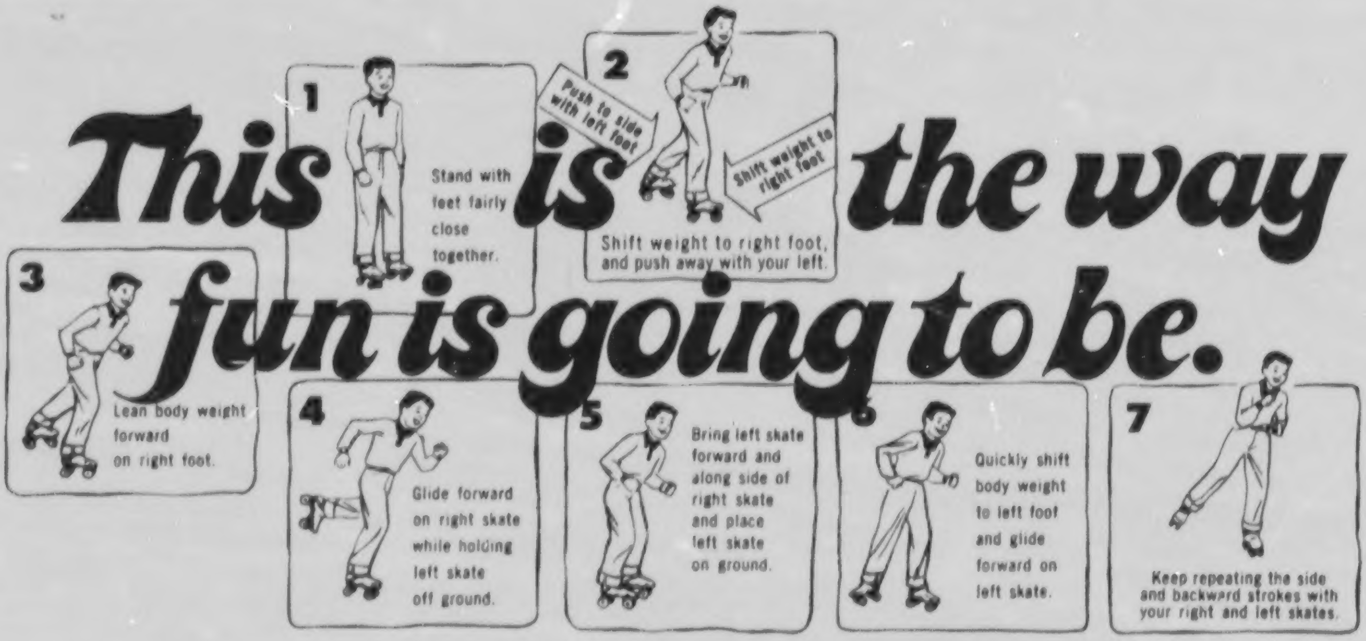


6. Hand Spreader
Place towel underneath chin, with hands on top and four to six inches apart; keep arms horizontal. Spread hands apart, pulling with back muscles.



ISOMETRICS

This is the way fun is going to be.



1. Stand with feet fairly close together.
2. Shift weight to right foot, and push away with your left.

Push to side with left foot
Shift weight to right foot

3. Lean body weight forward on right foot.
4. Glide forward on right skate while holding left skate off ground.
5. Bring left skate forward and along side of right skate and place left skate on ground.
6. Quickly shift body weight to left foot and glide forward on left skate.
7. Keep repeating the side and backward strokes with your right and left skates.

EDITOR'S NOTE: This article is presented through the courtesy of Chicago Roller Skate Company, 4458 West Lake Street, Chicago, Illinois 60624. Content of the article, diagrams, and pictures have been extracted by permission from the company's free booklet "How To Roller Skate."

ROLLER SKATING is increasingly being made an integral part of physical education and recreation programs for mentally retarded of all ages and in settings of every size and description. Programs are conducted indoors and out-of-doors, on surfaces of all types, in formal and informal settings, with large groups and small groups as well as on an individual basis, and in structured and unstructured situations. Participation promotes the development of certain physical and motor skills and also provides recreational opportunities that stimulate growth and development while the individual has fun. The proficiency and skill exhibited by many mentally retarded skaters are amazing—some youngsters can execute the most complicated turns, tricks, and spins. On the other hand, many retarded children require a great deal of special attention if they are to develop confidence and skill on skates.

Varied innovative and creative techniques are necessary to reach and teach this group. For example, a dismantled elementary school parallel bar can be used for beginners to hold to while walking around, so that they can get the feel of simply moving while on skates. The smooth side of rubber runners used in gymnasiums helps beginners to move more slowly with less support and more on their own after they get the feel of moving on skates. A grocery cart, weighted down with a cinder block, is a device youngsters can use to develop the repeated right-left swaying strokes that lead to good skating.

The following ideas indicate ways to work with individuals of different ability levels and with varying experiences in roller skating. Readers are encouraged to send additional ideas—success stories and promising practices—to *Challenge* so that they might be shared with others interested in roller skating programs for the retarded.

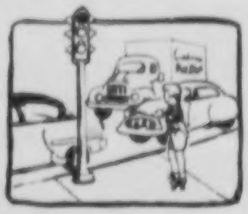
This is the way fun is going to be.

SKATING SAFETY

Smart Skaters Know It Pays To Follow the Rules

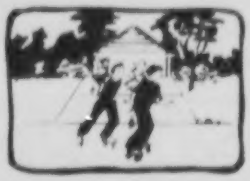
STAY AWAY FROM MOVING VEHICLES

Cars and trucks are many times bigger than you and go much faster than you . . . so never hitch a ride and always stay out of their way.



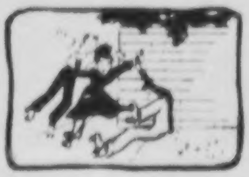
SKATE ONLY IN SAFE AREAS

Any smooth pavement on playgrounds, sidewalks or your own driveways are safe areas for skating. Play streets are protected against vehicles and are always safe.



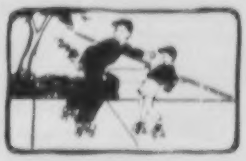
USE EXTRA CARE GOING AROUND CORNERS

Always watch where you are going. Don't speed around "blind" corners and hurt someone beside yourself.



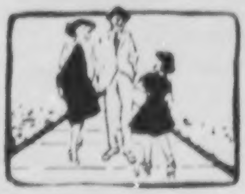
LOOK OUT FOR SMALLER CHILDREN

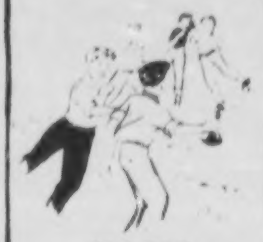
Remember! Children smaller than you cannot skate fast or always get out of your way fast. Be careful skating around them. Never push or shove.



ALWAYS BE POLITE AND COURTEOUS

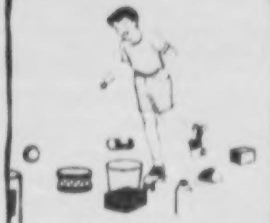
You are being courteous when you let people pass without delay. After all—they have the first right-of-way.





CAP TAG

One player is given a cap. The player who is IT chases the player with the cap, trying to tag him before he can pass cap to another player. The player tagged while holding the cap becomes IT. Cap is passed to a third player chosen by the old IT and tag game starts over. A ball or other object may be used in place of cap, if desired.



OBSTACLE RACE

First, draw a course with chalk lines. Place obstacles, such as boxes, baskets, tin cans, bricks, sticks and logs. Place obstacles close together making it hard to skate in between them. Skater who touches any object before the finish line, waits for next turn. Player skating entire course without touching any obstacle wins 10 points. You need 100 points to win game.

TIN CA

Make a
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pushing
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for each
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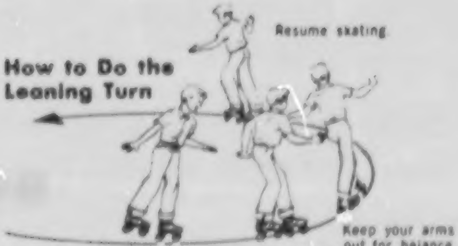
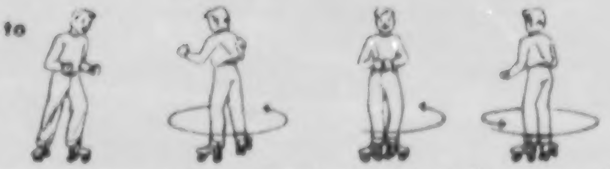
TURNS, TRICKS AND SPINS

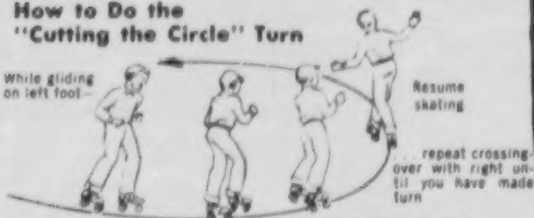
How to Do the Leaning Turn


Resume skating
Keep your arms out for balance
Place one foot behind the other like when you stand on a rail.
Lean the way you want to turn.

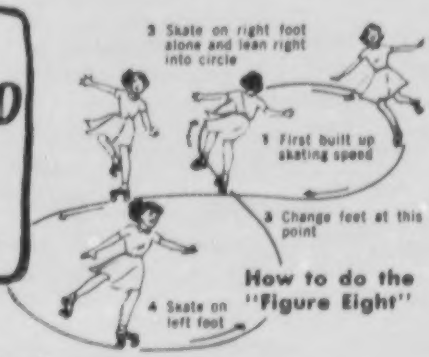
How to Spin


Start the same as in the "Spread Eagle" turn
Shift left foot so it is heel to heel with right
Stand straight and draw legs and arms together
Make your spin circle as small as you can

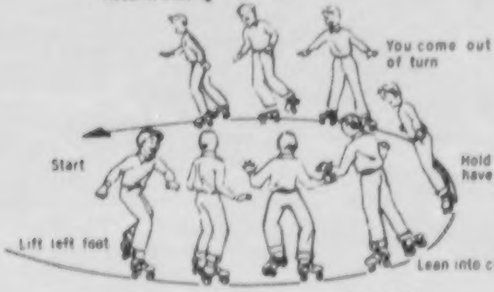
How to Do the "Cutting the Circle" Turn


While gliding on left foot—
Resume skating
. . . repeat crossing-over with right until you have made turn
instead of stroking back with right foot . . . as in regular stroke—
bring right foot forward and throw it over the left to inner line of circle
then glide on right while you bring left forward again.

How to do the "Figure Eight"


2 Skate on right foot alone and lean right into circle
1 First built up skating speed
3 Change feet at this point
4 Skate on left foot

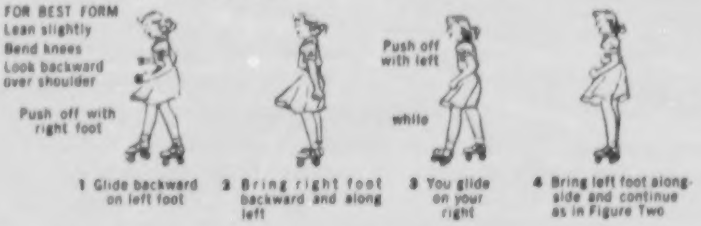
How to Do the "Spread Eagle" Turn


Lift left foot and bring along side your right
Resume skating
You come out of turn
Start
Hold position if you have enough speed
Lift left foot
Lean into circle
. . . turn left foot . . .
. . . so left foot is heel to heel with right.

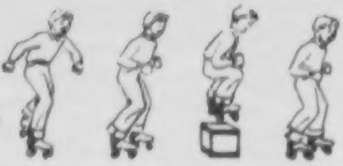
When you learn turns, you can master tricks and spins

How to Skate Backward

FOR BEST FORM
- Lean slightly
- Bend knees
- Look backward over shoulder


Push off with right foot
Push off with left
while
1 Glide backward on left foot
2 Bring right foot backward and along left
3 You glide on your right
4 Bring left foot alongside and continue as in Figure Two

How to Jump



Jumping on skates is very much like jumping without skates. First, build up speed, then crouch just before you jump. Push up with your legs, lifting yourself into the air. Bend knees as in Figure 4 while you are making jump. Land squarely on both skates and resume skating.

ROLLING

shape pusher
ling a short
handle stick.
with chalk a
st 50 feet long
finish with a
position half
s take turns
rolling a tin
entire course
ing or letting
course. Each
10 turns, and
mplete round
ints. Player
ighest score
ls wins game.

WOOD TAG

A player who touches wood of any kind—a tree—a fence—or a house—is "on base" and safe from being tagged by IT. Players should not stay "on base" too long, but should keep moving to give IT a chance to make a tag. Players can also use other objects for being "safe on base" such as lamp posts, curbing stones, metals or bricks.

JAPANESE TAG

This game brings extra fun and laughs. When a player is tagged by IT, he in turn becomes IT. He chases the other players, but he must keep a hand on that part of his body which was tagged. If tagged on his shoulder, he must keep a hand on his shoulder until he tags someone else.

FOLLOW THE LEADER

Choose a leader. Everyone must skate wherever the leader skates. Leader should figure out interesting and unusual places to lead the group. Leader can skip, jump, spin, and skate over obstacle courses. For added fun, each skater takes a secure hold on skater in front and everyone does what the leader does.

CROSS TAG

Start game with IT chasing another player to tag him. Any of the other players may cross in front of IT. When a player does cross in front of IT, this player must then be chased by IT until tagged or saved by another player who crosses between him and IT. IT must then change direction and chase the new crossing player. When a player is tagged, he becomes the new IT.

HOW TO USE THE BIKE

BICYCLING SIMPLIFIED

THE following progression is offered as a guide to help youngsters meet success, heighten their gross motor abilities, and learn to ride a two wheel bicycle. Since the basic criterion for advancement from one level or step to the next is success rather than complete mastery, it is important to be aware of each step in the sequence. Some youngsters will be able to jump steps; others will have to spend considerable time on each step; still others will skip some and spend a long time on others; these activities can be effectively used to review and reinforce specific skills. Additional steps may have to be developed to meet individual needs of youngsters for whom some of these steps are too large and to provide ways to repeat a step in a different way.[1]

Some youngsters may need assistance at various steps and stages; therefore, each of the steps is in fact two steps—one with assistance and one without assistance.

In the first two steps, the bicycle is to be supported; following that, the bicycle should be supported only as necessary at the beginning.

- Mount bicycle with feet on pedals; dismount properly.
- Mount bicycle with feet on pedals; grasp and move handle bars; dismount.
- Straddle bicycle with both feet on ground; sit and begin slight and slow forward movement by pushing feet against ground—youngster steers; stop by placing feet on ground, and dismount.
- Repeat the step above but coast a little farther than before with one foot on pedal and other foot near ground; stop by placing foot which is near ground on ground.
- Use same starting position as above; initiate movement by pushing against one pedal; stop movement by using both feet to stop the pedals.
- Follow same procedures as above going same speed and distance but start and stop with both feet working against pedals.

By this time the youngster should have learned to mount, start, balance, and dismount successfully and without assistance. Greater emphasis can now be placed on safety.

- Move at slow speed in straight line; increase distance as skill, confidence, and proficiency improve.
- Make boundaries increasingly narrow for moving in straight line.

EDITOR'S NOTE: A bicycle merry-go-round can be made from bicycles and pieces of pipe attached at a center hub; connect two-wheel bicycle to free end of each piece of pipe. Plan so bicycles move on cement, asphalt, or other hard surface. One or more youngsters can make merry-go-round turn by pedaling his bicycle. This is an excellent device for helping youngsters gain confidence and get the feel of balancing, pedaling, and moving on a two-wheeler.

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[1] Training wheels on bicycles are an excellent way to help young children learn to ride. However, only quite small bicycles can be equipped with training wheels and thus other progressions are needed for older youngsters.

- Move from a starting to finishing line weaving around and between obstacles; introduce more obstacles and require more turns.
- Turn around one obstacle and return to starting point; make boundaries in which turn is to be made increasingly narrow.
- Turn in a large circle; turn in and ride on a large circle; make circle increasingly small; ride on circle line only.

—LEON LIATSOS, 3750 East Jewell Avenue, Denver, Colorado

Based on materials in a six week summer recreation program designed to increase the gross motor ability of non-institutional educable mentally retarded children aged six through eight.
(PLAN B MASTER'S PAPER, UNIVERSITY OF DENVER, JUNE 1971)

BICYCLE RIDING REMINDERS

FOLLOWING are the three Basic Bicycle Rules of the Road:

Rule #1

- See where you are going and be sure automobile drivers see you.
- Look in both directions before entering the street.
- Be sure the driver of a car stopped at an intersection sees you before you cross in front of it.

Rule #2

- Make turns and lane changes properly after giving proper signals.
- Use the same turn signals to indicate left and right turns and stopping that automobile drivers practice.
- Remember, it takes longer to stop a moving automobile than you think—a car traveling 30 miles per hour requires 66 feet to react and brake to a stop (11 times the length of a bicycle!).

Rule #3

- Obey all signs and signals.
- Come to a complete stop when there is a stop sign.
- Stop when the traffic light turns yellow and, of course, always stop for a red light.
- Cross an intersection when the light has just turned green.
- Walk your bike across very busy intersections.

These rules are based on and shown in *Bicycle Riding Reminders*, an 11-minute, 16mm, sound-color film (AIMS, P.O. Box 1010, Hollywood, California 90028) especially designed for pre-school and primary grades. This film is appropriate for and can be used with various groups and classes of mentally retarded. In addition to seeing children being checked out and demonstrating these rules, a special demonstration illustrates what happens when an automobile strikes a bicycle and its doll rider at 30 miles per hour.

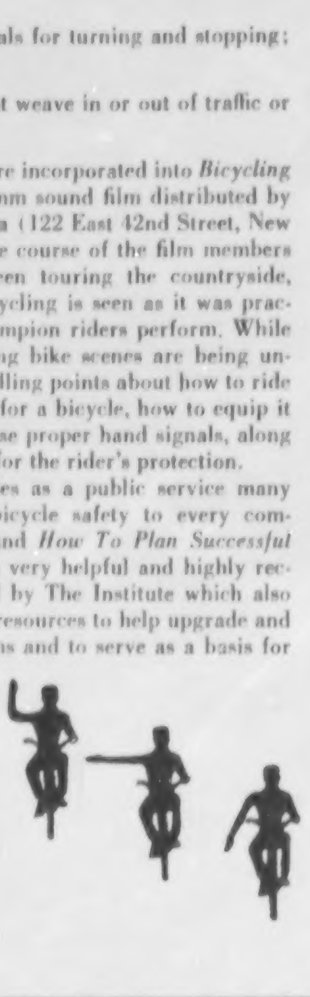
BICYCLING SAFETY TODAY

IMPORTANT rules for safe bicycling are these:

- Observe all Traffic Regulations—red and green lights, one-way streets, stop signs.
- Keep to the right and ride in a single file; keep a safe distance behind all vehicles.
- Have a white light on front and danger signal on rear for night riding; wear white or light colored clothing at night.
- Have satisfactory signaling device to warn of approach; always ride at a safe speed.
- Give pedestrians the right of way; avoid sidewalks, otherwise use extra care.
- Look out for cars pulling out into traffic; keep sharp lookout for sudden opening of auto doors.
- Never hitch on other vehicles, stunt or race in traffic; never ride two on a bicycle.
- Never carry other riders; carry no packages that obstruct vision or prevent proper control of bicycle.
- Be sure brakes are operating efficiently and keep bicycle in perfect running condition.
- Slow down at all street intersections and look to right and left before crossing.
- Always use proper hand signals for turning and stopping; park bicycle in a safe place.
- Ride in a straight line; do not weave in or out of traffic or swerve from side to side.

All of these important rules are incorporated into *Bicycling Safely Today*, a 20-minute, 16mm sound film distributed by The Bicycle Institute of America (122 East 42nd Street, New York, New York 10017). In the course of the film members of bicycle riding clubs are seen touring the countryside, youngsters pedal to school, bicycling is seen as it was practiced in the early '90s, and champion riders perform. While these absorbing and entertaining bike scenes are being unreeled, the film subtley makes telling points about how to ride properly in traffic, how to care for a bicycle, how to equip it with essential devices, how to use proper hand signals, along with many other safety factors for the rider's protection.

The Bicycle Institute provides as a public service many different resources to bring bicycle safety to every community. *Bicycle Safety Tests* and *How To Plan Successful Bike Safety Programs* are both very helpful and highly recommended booklets distributed by The Institute which also provides posters and has other resources to help upgrade and enrich existing cycling programs and to serve as a basis for new programs to be built.



The Los Angeles Curriculum Project on Physical Education for the Handicapped began last year with financial support from the Bureau of Education for the Handicapped. The new curricular materials being developed in this program are designed to achieve individualized instruction, flexibility, and

Focus on abilities, not disabilities

The Special Education Branch, Los Angeles Unified School District (Box 3307, Los Angeles 90054) has embarked on a project to develop appropriate physical education curriculum materials for the handicapped. This project, directed by Dorothy B. Carr, has been in operation since late 1969 with financial support from the Bureau of Education for the Handicapped. The ultimate goal of the project is to contribute through enriched and comprehensive physical education to education and training of the handicapped to help him to take his place in the mainstream of society.

The traditional categorical approach—deaf, blind, orthopedically handicapped, educable mentally retarded, trainable mentally retarded—has not been used in developing curricular materials for this program. Instead, the emphasis is on individualizing instruction to focus on the abilities—rather than the disabilities—of the children. Because of the varying developmental levels and abilities of handicapped children and the range of ages—18 months to 21 years—prepared materials cover the complete scope of physical activity. Teachers and leaders using the materials must adapt the content for individualization and use flexibility in their approaches to instruction.

In addition to written materials, loop films and tape cassettes are being developed to use with sequenced instructional activities in physical education for handicapped pupils. These are being prepared in an attempt to individualize instruction even further. A child having a specific problem in learning a given skill can go to the projector, plug in a film cartridge, and see a demonstration of the skill. A tape cartridge may be used to provide a detailed description of the same skill. Each film loop is concerned with a single skill and contains the following:

- Full shot of entire skill, front view, repeated twice, normal (18 frames per second) speed
- Full shot of entire skill, front view in slow motion (50 fps)
- Full shot of entire skill, ¾ or side view, repeated twice, normal speed
- Full shot of entire skill, ¾ or side view, slow motion
- Close-up of center of interest, slow motion.

The children used as performers in the loop films are representative of the school enrollment and therefore evidence the variety of handicapping conditions found. All materials—written and audiovisual—are being developed in five program areas:

Motor and Movement Skills
Playground and Recreation Skills
Rhythmic Skills
Swimming Skills
and Physical Fitness.

Continuous Exercise Routines

Continuous exercise routines offer many different activities which children of all ages can use to develop flexibility, endurance, strength, agility, balance, and coordination. Activity is continuous for a specified period of time. Tempo, intensity, and type of exercise can be varied according to the condition of the individual, fitness components to be emphasized, and purposes of participation. Design routines according to participant needs:

General – to develop several components of fitness as needed by all well-conditioned persons.

Specific – to develop specific components of fitness as needed by individuals with deficiencies or for specific purposes.

Nonstop rhythmic exercises[1] consist basically of alternate walking, jogging, running, skipping, and other locomotor movements interspersed with strength-endurance-developing exercises such as push-ups, sit-ups, squat thrusts, and squat jumps. Partner activities such as human wheelbarrow, piggyback ride, fireman's carry, and partner pull-ups can add challenges and fun to these routines. Workouts can be from five to ten minutes or last up to an hour and can be done indoors or outdoors.

A workout for a beginning group might include:

- Walk two or three laps.
- Skip one-half lap.
- Walk one lap.
- Skip one full lap.
- Race or fast walk one lap.
- Walk regular pace one lap.
- Jog slowly one lap.
- Walk one lap.
- Jog slowly two laps.
- Walk one lap.
- Jog slowly three laps.
- Walk one lap.
- Walk several laps to cool off.

Throughout this routine youngsters should breathe deeply and swing or move their arms in various ways. Difficulty and intensity can be increased by adding to the number of active laps and reducing less active recovery laps, using faster locomotor movements, and including various exercises such as toe touching, windmills, push-ups, jumping jacks, backward walking or running.

[1] Based on routines developed by Thomas K. Cureton, University of Illinois.

Two Training Techniques

Circuit Training is a type of activity in which individuals rotate among a series of exercise stations at scheduled intervals. This is a highly flexible and adaptable procedure that can be used for general conditioning, training for specific events or sports, or for certain movement skills and patterns. There is no limit to the types of activities that can be performed. These basic principles should be followed:

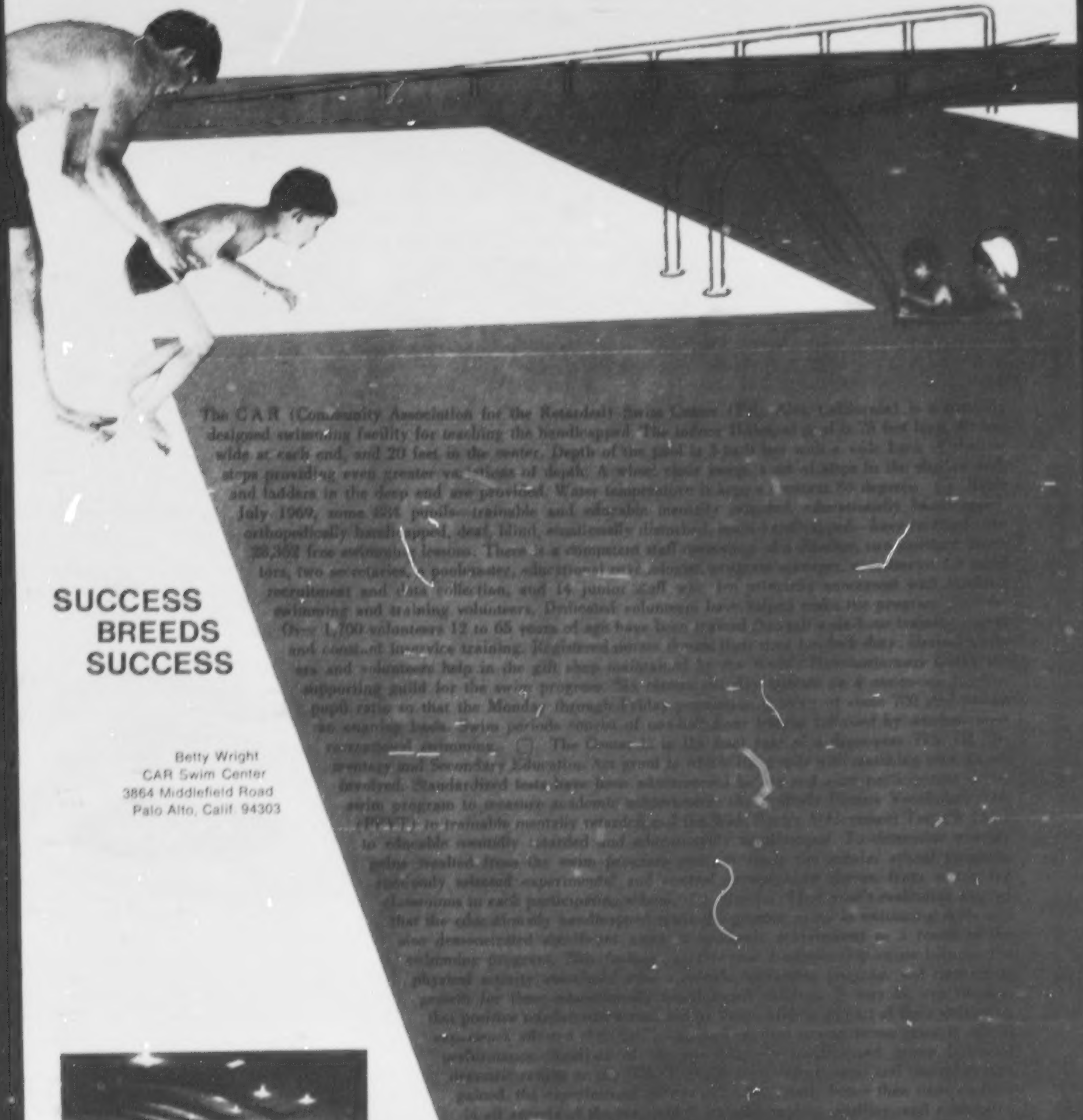
- Divide class or group into a number of squads.
- Set up a like number of activity stations.
- Rotate on a given signal in an assigned direction.
- Keep groups small so there is no standing around.
- Have more than one piece of equipment at each station to reduce unnecessary time wasted waiting for turns.
- Post printed or typed cards at each station to tell what is to be done. For nonreaders, use pictures.
- Use squad leaders, student assistants, and peer tutors to assist at various stations.
- Incorporate any combination of activities with or without apparatus into general or special circuit programs.
- Require youngsters to go through a circuit once, twice, or three times during a given time; regulate intensity of workout by number of repetitions or time spent at each station.

Interval Training is a method of training in which periods of vigorous physical exertion are alternated with periods of recovery in which activity is less vigorous. By changing any one of five elements, difficulty of an interval workout can be controlled:

- Speed or intensity of action.
- Length or distance covered during action.
- Number of times action is repeated.
- Length of recovery or period of reduced action.
- Nature of activity during recovery period.

In applying an interval approach for developing cardiorespiratory endurance, a youngster may run 100 yards in 15 seconds, jog 100 yards for one or two minutes; repeat 8 or 10 times. By running shorter distances faster and before fully recovered, the youngster builds endurance rapidly. This approach can be used in track and field and swimming and applied to general and/or specific conditioning exercises.

Swimming



SUCCESS BREEDS SUCCESS

Betty Wright
CAR Swim Center
3864 Middlefield Road
Palo Alto, Calif. 94303

The C A R (Community Association for the Retarded) Swim Center (Palo Alto, California) is a [illegible] designed swimming facility for teaching the handicapped. The indoor [illegible] pool is 75 feet long, [illegible] wide at each end, and 20 feet in the center. Depth of the pool is 3 [illegible] feet with a [illegible] steps providing even greater variations of depth. A wheel chair ramp, a set of steps in the shallow end and ladders in the deep end are provided. Water temperature is kept at [illegible] degrees. [illegible] July 1969, some 834 pupils—trainable and educable mentally retarded, educationally handicapped, orthopedically handicapped, deaf, blind, emotionally disturbed, multi-handicapped—have received 28,302 free swimming lessons. There is a competent staff consisting of a director, [illegible] tors, two secretaries, a poolmaster, educational evaluator, program manager, [illegible] recruitment and data collection, and 14 junior staff who [illegible] swimming and training volunteers. Dedicated volunteers have helped make the program [illegible]. Over 1,700 volunteers 12 to 65 years of age have been trained through a [illegible] training course and constant inservice training. Registered nurses donate their time for deck duty. [illegible] ers and volunteers help in the gift shop maintained by the [illegible] Philanthropic Guild, [illegible] supporting guild for the swim program. [illegible] pupil ratio so that the Monday through Friday program [illegible] of about 700 [illegible] on an ongoing basis. Swim periods consist of one-half-hour lessons followed by [illegible] recreational swimming. ☐ The Center is in the final year of a [illegible] Title III, Elementary and Secondary Education Act grant in which [illegible] involved. Standardized tests have been administered [illegible] swim program to measure academic achievement: the Peabody Picture Vocabulary Test (PPVT) to trainable mentally retarded and the Wide Range Achievement Test [illegible] to educable mentally retarded and educationally handicapped. [illegible] gains resulted from the swim program [illegible] randomly selected "experimental" and "control" groups [illegible] classrooms in each participating school. [illegible] This year's evaluation [illegible] that the educationally handicapped [illegible] also demonstrated significant [illegible] achievement as a result of the swimming program. [illegible] physical activity [illegible] growth for these educationally handicapped [illegible] that positive [illegible] performance [illegible] dramatic results [illegible] gained [illegible] in all aspects of [illegible] ☐ [illegible]

SMALL CRAFT SAFETY

A VALUABLE ADDITION TO YOUR SWIMMING PROGRAM

ACROSS the country there is an increasing demand to develop swimming programs for handicapped children. Because of this, overall levels of swimming ability of handicapped children are being raised and their potential to participate in other aquatic activities is increasing. During the winter months possibilities for broadening the scope of participation in water sports is somewhat limited by climate. However, during the warm summer months increasing numbers of these children travel, go camping with their parents, attend residential camps, camp as part of school programs, and participate in recreation programs. Swimming is available, and also many other water activities, one of the most prevalent being small craft. Because of this increased potential for small craft activity we have found it advantageous to include it as part of our winter swimming program so that when the children have opportunities for these activities they will be ready to participate with utmost safety.

All students who participate in the regular instructional swimming program are included in small craft activity regardless of swimming ability or degree of handicap. Children with cerebral palsy, perthes disease, spina bifida, muscular dystrophy, dwarfism, marfans syndrome, and mental retardation all participate; degrees of conditions include minimal impairment of one limb to quadriplegia, and above average intelligence to mental retardation; ages are from 6 to 20. Swimming ability ranges from beginner through advanced.

Approximately three half-hour class periods are spent on small craft safety. The same material is presented to all levels of swimmers with only minor variations as unusual situations or specific questions arise. Objectives for students are—

- To learn the purpose of a life jacket and how to wear one.
- To learn how to get in and out of a boat safely according to each student's individual ability.
- To learn the safe way to behave while a passenger in a boat.
- To learn the consequences of unsafe behavior.
- To learn what to do in case of a capsize.
- To become capable of being safe passengers in any boat in which one might ride.

The first two lessons are spent on use of the life jacket. At the first lesson each student is shown how to put on a life jacket and given a brief explanation about purposes of a life jacket. Each student tries his out to see if it keeps him afloat. In some cases, students do not have sufficient confidence to do a back float and get their feet off the bottom to see how the jacket works. These nonswimmers are taken one at a time by the instructor into deep water; they are towed on their backs to get the feel of the jacket actually supporting them. Once in deep water they are allowed to float unsupported as final *proof* that the jacket does work.

DURING the second lesson students put on jackets by themselves and are helped only if they absolutely have forgotten how the jacket works. Then they get into the water and repeat the floating of the previous lesson until they feel they can really trust the jacket to keep afloat. Again some nonswimmers may need to be taken to where their feet do not touch bottom. Students are asked to fall into deep water to simulate the action of falling overboard from a boat. This gives them added confidence in the life jacket and prepares them for the next lesson.

A fiberglass dinghy on loan from the local chapter of the American Red Cross is used for the third lesson. As children come into class they are asked to put on a life jacket and sit on the deck. The lesson begins with an explanation and demonstration of how to get into a boat properly, emphasizing—

- Hold boat steady and close to the dock.
- Keep weight as low as possible.
- Transfer weight into the middle of the boat over the keel.

MOST of our students are unable to enter a boat by stepping in—they need to have the boat held steady while they enter feet first from a sitting position on the deck much as one would transfer from a wheel chair to another surface. Once they are in the boat they are reminded to sit quietly in the middle of the boat. In most cases three students—one on each seat—are taken at the same time. Two students always hold the boat while a third gets into it. In

SUSAN J. GROSSE
F. J. Gaenslen School
1301 East Auer Avenue, Milwaukee, Wisconsin 53212

the few cases where four are taken at the same time, two students sit on the middle seat and face opposite directions so they will not land on each other when capsized.

As the boat is towed away from the side by instructors in the water it is rocked and students asked what they think would happen if they stood up or did a lot of moving around. Most children feel it would be quite unsafe because the boat might tip over. Before the boat is capsized, students are asked if there is anything they should remember to do when the boat goes over—they enthusiastically answer, "Hang onto the boat because it provides good floating support!"

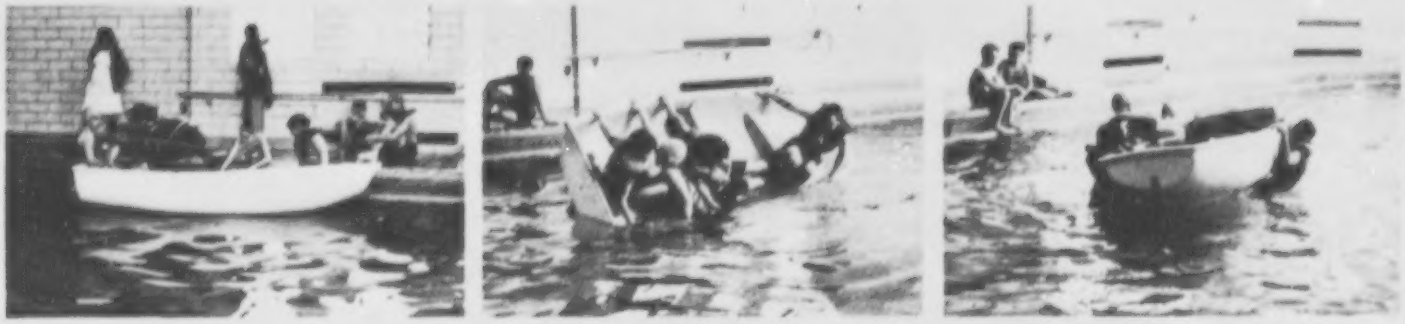
Once the boat is away from the side it is capsized by an instructor who pushes a gunwale under the water amidships. As the boat goes under it tips toward the instructor who catches the far gunwale so it does not come all the way over onto students before they get clear. As the boat capsizes some children are able to hang on. Those who cannot are reminded to get back to the boat as quickly as possible. With students on either side of the boat balancing it right side up, they are instructed to float or swim over the side on their stomachs and sit in the middle and on the bottom of the boat with legs spread to balance the boat [illegible] the next person to climb aboard. When all are on board again the boat is hand paddled to shore.

PHOTOS, from left:

The manner of entering the boat depends on the disability. Emphasis is on holding craft steady and keeping weight low.

Swamping helps students learn what to do in an emergency.

Staying with the boat and using it to get to safety are essential when swamped.



THE boat may roll all the way over while students are trying to get into it. In this case students can be shown how to use the boat as a float in the upside down position. Two students on opposite sides amidships crawl up the sides until they can reach each other. They grasp wrists and can take turns holding on to each other in this way for hours. To right the boat again all students go on the same side and crawl over it; as they crawl the boat turns toward them right side up. This method may sound a bit strange compared to standard procedures; however, our boat is quite heavy and our students real light weights, so this method works quite well.

It is possible the boat may tip all the way over when capsized and trap a student underneath. It only takes a few seconds to tip the boat back; to keep him and others from being afraid if this happens, we tip the boat over on purpose and take students one at a time under it to show the air pocket *cave* under the boat where they breathe if ever caught there. Students are carried under the boat by instructors; do not allow students to swim under the boat unassisted unless they are skilled swimmers and used to swimming underwater.

After each group of students has a turn, the boat is emptied by tipping it almost upside down—not all the way because a vacuum is created making it impossible to lift; lift the bow first onto and perpendicular with the pool deck. The boat is then slid so a majority of its weight is over the deck; then the deck is used as a fulcrum to lift the stern out of the water. The boat is rolled over on the deck and lifted stern first back into the water. It takes at least two people to handle a fiberglass dinghy both in and out of the water for a unit such as this. Even though a canoe is lighter and can be handled by one person, we did not consider it suitable for this type student because of its size, weight, construction, and general behavior.

No one told them they couldn't!

Fish live in water – even young children know this! When out of water fish can't keep their gills moist and ultimately suffocate. But, no one provided the mudskippers of Southern Asia with these scientific tidbits! So they spend as much time out of water as in, and use powerful pectoral fins to climb straight up trees – after all, no one told them they couldn't or shouldn't!

The difficult we do immediately;

I'm glad no one told multi-handicapped children and adults at the Recreation Center for the Handicapped that they couldn't learn to swim. In spite of all their problems, many are learning.

. . . Robert, eighteen years of age, blind, and emotionally disturbed, was thrilled when he learned the elementary backstroke in two sessions. He plans to become a top swimmer and to dive from the board. He might just do it if no one tells him it's impossible.

. . . Rosa, a nine year old retarded girl with physical problems that keep her from being accepted in other programs, learned rhythmic bubbling and a front crawl with arm out water recovery. She too expects to become an expert swimmer.

. . . A sixty year old man lost use of his left arm fifteen years ago and was told he would never move it again; so he didn't try. After two swim patterning sessions in the pool *he sculled across the pool using both arms.* He was pleased, but there were tears in his eyes as he spoke of many years of not even trying because he had been told it couldn't be done.

. . . The mother of an eight year old physically, emotionally handicapped boy was amazed that swimming did so much for him. He was more relaxed, easier to control, and had better coordination of arms and legs as shown by his ability to throw a ball, something he could not do before learning to swim; he also had fewer falls while running. The fact that her son really swam seemed like a miracle to the mother, but not to the boy – no one had told him that he couldn't learn to swim, so he was willing to try, and he succeeded.

. . . One 20 year old young man was so spastic he could do nothing without assistance. When put in the pool in a rubber tube, he tipped over, gagged, and sputtered when his face touched the water. By the second session of simple swim patterning movements he was happily propelling himself across the pool in a tube. When asked if he enjoyed being in the pool swimming – he was swimming as far as he was concerned – he answered with a nod of his head and a big smile since he was not able to talk. Although he tried very hard to blow bubbles, he sucked in water instead of blowing it out. Finally he made a bubble and visitors who were watching applauded enthusiastically. Never have I seen such a look of happiness as when that young man realized we were proud of his accomplishment. It is doubtful he will ever be a swimmer in the literal sense, but

JUDY NEWMAN
Director, Physical Recreation Department
Recreation Center for the Handicapped
San Francisco, California

there is no doubt he will receive as much or more enjoyment from his pool experiences as most nonhandicapped swimmers. He can have many happy hours throughout his life in what may be the only physically active, fun-filled program available to him.

There are little ones both retarded and with physical disabilities.

. . . Derrick, an appealing 18 month old boy, laughs with glee when put in the water. In a few years he will enjoy the thrill of swimming.

. . . Kieran, a lovable three-and-a-half year old cerebral palsied quadriplegic, didn't want to stop when the swim session was over and cried when taken out of the pool after he discovered he could use his left arm and leg. I have no doubt that he too will be able to swim unassisted in the future.

. . . Tony, a five year old cerebral palsied youngster, is learning to blow bubbles and swim on his back. Someday he will swim unassisted in deep water and he may even dive.

Often I am asked why bother with these individuals since it usually takes months to get them moving at all, and many more months to get anything resembling a swim stroke. There is the possibility that it will all be in vain with little accomplished. While these are the most difficult people to teach to swim, they are the most challenging; most do not have a single physical or mental problem, they have many. It is vital they be given opportunities to develop swimming skills, no matter how slight. Swim fun builds confidence, improves self-image, and stimulates personality changes that are wonderful to behold.

No longer do I accept information or advice that an individual cannot do this, that, or the other because of a certain condition — I have seen too many impossible dreams come true and too many impossible missions achieved. Every handicapped person should be given his day in the sun and a chance to succeed. Success is in the mind of the participant. For one who has never splashed water, making big splashes is thrilling. If an individual has never floated unassisted in a tube, then accomplishing this is indeed a big success. Aren't these successes as important — and maybe more so — as ones that make headlines?

In the final analysis, many handicapped persons spend many hours swimming because *no one told them they couldn't!*

the impossible takes a little longer.

What you see happening is called HOPE

JUDITH BROOKS
Swimming Instructor
J. Arthur Trudeau Memorial Center
Kent County Chapter
Rhode Island Association for Retarded Children
Warwick, Rhode Island

Sydney is swimming! No big deal— except...

SYDNEY is 31 years old, mentally retarded, and has cerebral palsy. And he couldn't swim a few weeks ago! In Warwick, Rhode Island, a special program is helping children like Sydney to learn to swim!

Every morning during the summer, Monday through Friday, a bus left Trudeau Center for Providence Plantations Pool. On that bus were children, adults, staff members, and volunteers, all ready to swim. The group varied from day to day depending on which group was participating. There was one constant—*improvement!*

This was made possible through the generosity of one man who donated funds to set up a swimming program. He has a retarded daughter, realized the success and enjoyment she had experienced over a short period of time through swimming instruction, and decided he wanted other children like his daughter to have experiences and opportunities in swimming.

Improvement with these children means many different things—it all depends on the child.

Sharon walks along the side of the pool, lets go every so often, but generally doesn't venture out too far. Sharon used to jump into the deep end of the pool whenever she felt like it and the opportunity afforded itself; she lived in her own world and was not a part of the real world. Through swim training she woke up, became aware of water, and the dangers water presented to her. She now recognizes these dangers and behaves accordingly.

Patty, a victim of cerebral palsy, spends her waking hours in a wheelchair, except when she comes to the pool; here *she sheds the confining chair. Patty has learned to stand on her own and use her legs, and she is learning to walk. Water provides buoyancy for her to do things she never before accomplished.*

Others walk who never walked before; some who have lived in their own world have become aware of the real world. Still others who were afraid of water are no longer afraid; some who said "I can't" now ask "Show me how." They are learning to get along with others in groups and most are learning to swim.

Staff members and volunteers at Trudeau Center have been the strongest links in our chain. Without them, a program of this type could not be effective. Staff members and volunteers get children dressed, ride with them to the pool, and work with them there. The volunteer staff has been exceptional. Most have participated in local Red Cross and YMCA swim programs; a few are members of local high school swim teams and several are excellent divers. All are intensely interested in teaching these children and adults to swim, and everyone does an outstanding job.

The summer swimming program was conducted three hours a day, five mornings a week; generally speaking two one hour and fifteen minute classes were held each day. Multiple handicapped children 4 to 12 years of age from child development classes were taught on a one-to-one basis. Other classes consisted of groups of public school special education children who also participated in a summer day camp program. Since these youngsters were more aware of their peers, they worked well in classes grouped according to swimming ability. Another class consisted of adults from a workshop program; they too were divided according to swimming ability.

All youngsters and groups were taught according to Red Cross standards. Sequences, progressions, and methods from *Teaching Johnny To Swim* were used; skill sheets based on this book were an excellent incentive for these children. Every time an individual completed a skill, the arrow on the skills sheet was filled in along with the date. This helped record keeping and individual evaluation. Written daily evaluations were kept on each child; even though some were only a few lines, they helped in planning the next lesson for each child. Pre-beginner skills such as walking across the pool holding the gutter and walking across without holding were added for some younger children.

Relatively little equipment was purchased. A rope divided deep and shallow ends; kick boards were used; a few egg type flotation devices and nose plugs were used with cerebral palsied; girls wore bathing caps.

All children were required to have parental permission and a doctor's release in writing before being admitted to the swimming program. Opposition to the program varied at first but an ever increasing number were added to the active roster each week.

The staff members dressed young children in child development classes at the Center so they arrived at the pool in bathing suits. Children who were not continent or those for whom there was question were dressed in diapers and rubber pants under their bathing suits. Pre-dressing at the Center gave more time for instruction and recreational swimming. Older children proved very capable and dressed themselves at the pool with relatively little help.

Success and enthusiasm for the summer program were so great that swimming has been continued on Saturday mornings through the school year. The same approaches, methods, and procedures that worked so well during the summer are being used for each two-hour session on Saturday mornings. Groups continue to be as homogeneous as possible, with child development youngsters, workshop participants, and public school special education children all in separate groups.

Some who said "I can't" now ask "Show me how."

A statement that many people do not understand or accept is that the mentally retarded child or adult can be bored. At the J. Arthur Trudeau Memorial Center, the recreation programs being offered are beginning to present the population that is served with activities that are geared toward movement, independence, and great variety. We are developing programs to help retarded children and adults gain a sense of belonging, a sense of accomplishment, and a feeling of happiness in what they are doing. In short, we are trying to take the boredom out of retarded persons' lives.

The Trudeau Center program, in addition to the swimming program described here in some detail, also includes such activities as scouting, Camp Fire Girls, bowling, dancing (including social events), gymnastics and tumbling. A summer camp program offers experiences in cooking, archery, sewing, games, swimming, creative drama, arts and crafts, and field trips. A special Saturday afternoon recreation program devotes time and attention to tumbling, balance beam, and other gross and fine motor coordination activities. Field trips are also scheduled for Saturday afternoon.

The Tuesday recreation program offers a special antidote to boredom in that it is a "pre-home living" program for teenagers and adults. Movement is stressed in such activities as basketball, floor hockey, crab soccer, tumbling, trampoline, roller skating, and wrestling. Arts and crafts are offered. Independence is stressed, for example, by having the participants prepare their own meal. They discover that there is more to a meal than just consumption; they set tables, cook, serve, and clean up.

And what have we discovered? In just the short time our extended recreation program has been in operation, we have learned that the retarded can participate in "normal" activities if they are encouraged; we have learned how to adapt various activities so that people of different ages and abilities can enjoy them; we have learned that the mentally retarded do not need to suffer boredom.

> *"Never check the actions of the child; follow him and watch to prevent any serious accidents, but do not even remove obstacles which he would learn to avoid by tumbling over a few times. Teach him to jump rope, to swing weights, to raise his body by his arms, and to mingle as far as possible in the rough sports of the older boys. Do not be apprehensive of his safety. If you should see him climbing in the branches of a tree, be assured he is less likely to fall than if he had perfect vision. Do not too much regard bumps on the forehead, rough scratches, or bloody noses; even these may have their good influences. At worst, they affect only the bark and not the system like the rust of inaction.*
>
> —DR. SAMUEL GRIDLEY HOWE, patriarch in the field of education of the visually handicapped.

TEACHERS and swimming instructors must use different methods and provide varied experiences when helping mentally retarded children become oriented to water and teaching them to swim or to swim better. Although the traditional approach—explanation, demonstration, and correction—has been most successful in teaching the nonretarded to swim, it does not make adequate allowances for needs of mentally retarded. New and creative approaches for teaching retarded children to swim should be devised. Initial efforts to meet this need at Walworth County Special School, Elkhorn, Wisconsin, brought forth four promising approaches: movement exploration, station activities, one-on-one instruction, and perceptual-motor activities.

Movement Exploration consists of planned developmental experiences emphasizing freedom of movement so that the individual is able to gain satisfactions from successful use of his body. Each child is led to recognize and think in terms of his limitations and to explore his capabilities within those limitations. He is encouraged to explore the movement potential of his body in a new environment—water—and to resolve difficulties which arise when the teacher confronts him with various problems. This method lends itself nicely to adjustment to water, body awareness, balance skills, and propulsion skills.

Station Activities are especially beneficial when working with many students of varied skill levels. Based on the

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Walworth County Special School
Elkhorn, Wisconsin

TEACHING THE MENTALLY RETARDED TO Swim

circuit training concept, students move from station to station to perform specific or general skills in a set amount of time. Students are constantly challenged as their skill levels progress.

One-on-One Instruction provides each student with an individual instructor to guide him. Rapport between child and instructor is important if the child is to gain confidence and progress. Since an individual instructor can employ various methods in working with a child in the water, this method is particularly suited to teaching the trainable mentally retarded to swim.

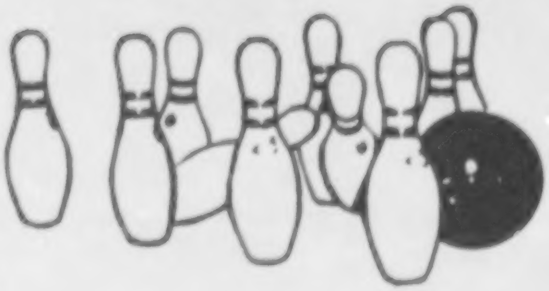
Perceptual-Motor Skills are important if a child is to attain swimming skills. The child needs to develop a realistic concept of his own body size and the amount of space his body requires in performing varied movements. This child should be able to process sensory information as well as perform various gross motor skills.

These represent only a few of the possible approaches a teacher can use in swimming programs for the retarded. We have been encouraged with the response and progress of the children which has been due, in part, to the different methods and varied experiences presented them. Other methods and approaches are being tried as aquatics become a greater part of the curriculum at Walworth County Special School.

Each day's lesson is planned to take every child as far as his individual needs and abilities allow; daily evaluation records are kept on each child's progress. Individual recognition is given through report cards so that each child has a sense of achievement and a measure of success. Report cards explain the extent to which the individual has developed and give parents an idea of the direction in which their child is moving. The local safety director encouraged awarding Red Cross certification cards to children who qualified. However, this type of recognition was not possible for many children since sequences and progressions were not designed with the needs and abilities of the retarded in mind.

As the program has advanced, other ideas have been tried. The use of flotation devices, for example, may have some merit. No blanket rule has been found for using various assistive devices; the key rests with the individual child and his instructor. One real problem in using these devices is the possibility that the child will become dependent upon the object and not develop confidence in his own ability.

Another consideration in planning swimming programs involves volunteers. If volunteers are used, a preliminary meeting must be held to discuss various aspects of the program: planning, organizing, instructing, recording, and evaluating activities. Volunteers should become familiar with mental retardation—its causes, levels, and degrees—and with the mentally retarded—their physical limitations and how to work with them. Volunteer helpers can be valuable assets, especially in one-on-one instruction situations.



Wheelchair Bowling

LOIS KENDALL, Supervisor
Non-Ambulatory Program

JACK D. HOLLINGSWORTH, Director
Physical Education & Recreation Program

Georgia Retardation Center
4770 Peachtree Street
Atlanta, Georgia 30341

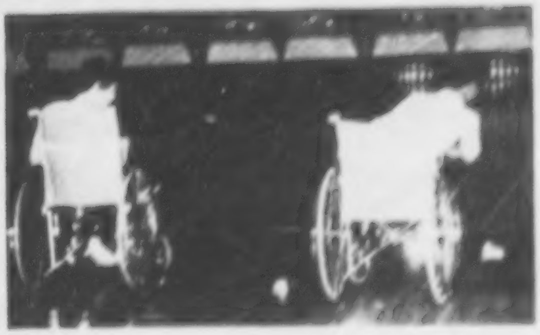
AMIDST excitement and wonderment, the first Georgia Retardation Center wheelchair bowling team was formed. Four students were selected to participate. Two boys and two girls were chosen because of their agility, their enthusiasm, and our subjective assessment that they would be successful at bowling. The two girls, 14 and 21 years of age, are severely and moderately retarded; the two boys, 10 and 12 years of age, are both mildly retarded. All are multi-handicapped.

Bowling was arranged at a local bowling lane near the Georgia Retardation Center, which is a service, training, and research facility of the Department of Public Health. The first of many Friday trips to the lanes was quite an experience. A large bowling center, heavy bowling balls, long lanes, and all the automatic trappings were most perplexing. Bowling prior to this had been done in a small activity room with makeshift lanes and plastic balls and pins.

Two of the four had great difficulty lifting an eight-pound ball, which necessitated using a one-to-one ratio during the first few bowling sessions. For these two, a staff member became an extension of the student, adding necessary strength to manipulate, lift, aim, and deliver the ball. The other two bowlers had difficulty lifting the ball but were able to grip it sufficiently to make the delivery.

The first term everyone learned—through experience—was *gutter ball*! Yet when the first pin was knocked down, there was as much excitement as a 300 game produces. Each student learned to recognize and name *strike* and *spare* when they occurred.

By providing a one-to-one ratio each youngster was able to progress at his own rate; techniques and approaches to each student's bowling were also possible on a very personal and individual basis. Three required almost constant help with aim and delivery. For example, one was able to deliver the ball more accurately when a staff member steadied the youngster's arm at elbow and wrist. The fourth bowler performed quite well by himself; although his scores were not too high, he was an independent bowler.



Besides actual bowling each youngster learned to retrieve his own ball and to keep a verbal frame score. After the initial excitement of going bowling subsided and bowling techniques were established, team bowling, two per lane was introduced. This developed a spirit of competition and encouraged the slower bowler to keep pace with the others.

At the conclusion of a three-month trial period, the four bowlers were evaluated subjectively as to the worth and values of the program. Arm and hand strength definitely increased as they could more easily lift, swing, and deliver an eight pound ball. Visual-motor coordination improved as shown by their ability to manipulate and place wheelchairs in relation to bowling lanes and to get balls from the return rack. Bowling scores improved during the program. Counting ability progressed as they counted remaining pins and did some subtracting and adding on a frame basis even though they did not learn to keep total game scores. Greater social awareness developed in a short period of time as the bowling center environment became more familiar. Each made new friends and added new dimensions to their lives.

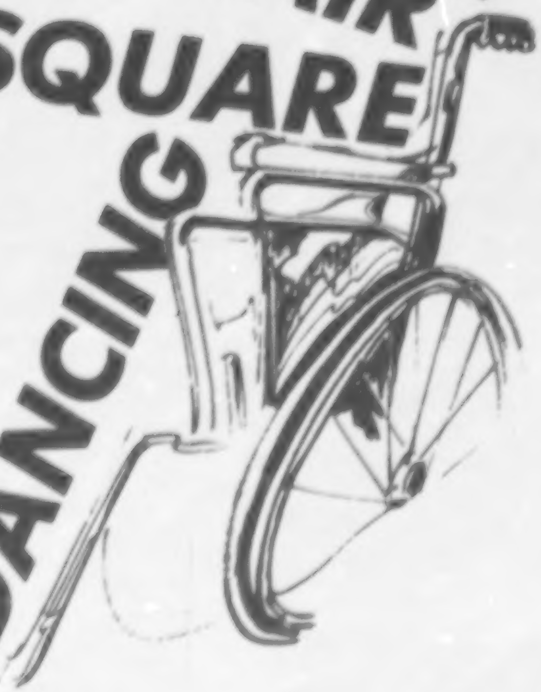
One can only speculate about the many other activities students with conditions such as these can enjoy when they are given opportunities and encouragement.

We judge ourselves by what we feel
capable of doing, while others
judge us by what we have
already done.

Henry Wadsworth Longfellow

WHEEL CHAIR SQUARE DANCING

FOR SEVERELY RETARDED MULTIPLE HANDICAPPED



Arthur Jentsch
Brainerd (Minnesota) State Hospital

THE RECREATION Department at Brainerd State Hospital (Minnesota) conducted an experimental program to determine if ward personnel were able to detect changes in social behavior of severely retarded multiple handicapped residents involved in wheelchair square dance activities. The TMR Profile for Severely and Moderately Retarded (Reporting Service for Exceptional Children, 563 Westview Avenue, Ridgefield, New Jersey 07657) was used to evaluate *self-control, personality, group participation,* and *social amenities* of 12 wheelchair residents who participated for approximately two months in a weekly square dance program. The Profile was also administered to 12 other residents who did not take part in the program.

Wheelchair square dance sessions were held every Saturday morning and lasted for approximately 50 minutes. Patterns have been established with Brainerd residents in scheduling recreation sessions so that they occur at the same time and on the same day each week; residents anxiously anticipate the time for specific activities. Even though they may not be able to tell time, talk, or name the days of the week, some residents demonstrate disappointment with temper tantrums or crying if an activity in which they normally participate is cancelled. For this reason, there was no change in routine in the wheelchair square dance schedule and each session was always started promptly at 9:00 a.m.

Residents were brought to the gymnasium by ward technicians, since most of the participants were unable to propel their own wheel chairs. Participants in this square dance program were pushed through 24 unduplicated square dance patterns by ambulatory residents who functioned at higher levels, most possessing IQ's in the 16 to 50 range. Different colored pieces of tape were placed on the floor in the form of arrows to help residents follow patterns for the different calls and to assist couples find their home positions. Every session was routine and the same 24 square dance patterns were incorporated. Each participant had opportunities to experience success, progress, and feelings of accomplishment. Without such routine, square dancing would have been too difficult for this particular group of residents.

Ward technicians were familiar with the residents but did not know which 12 were participating in the square dance program and which 12 were not administered the TMR Profile before and after the program. Of the 12 residents involved in square dancing, all but two improved their scores in all four major areas of social behavior. Of the 12 residents who did not take part in the program, all but four received exactly the same scores on pre-and-post test administrations of the Profile. These data suggest that wheelchair square dancing had been more successful in improving residents' personalities and behavior than the staff had anticipated. Undoubtedly the concentration and feelings of success and accomplishment all contributed to the measured and observed changes.

Note: An interesting side question arises—what are the effects of participating in a program of this type upon residents who push wheelchair patients through the various square dance patterns?

III. PROGRAMS

Adults

Using a Group Approach

Thousands of severely retarded adolescents and young adults live in institutions all over the world; many of them will remain institutionalized for the rest of their lives. Is the institution, then, to be merely a place of custody or can it provide a meaningful existence for persons destined to spend their lives within its walls?

A project sponsored by the Social and Rehabilitation Services (U.S. Department of Health, Education, and Welfare) in Israel sought the answer to this question. The research team asked the basic question: what can be found in institutional living to motivate severely retarded youth to expend energy and to work productively? The team discovered that the main incentive to work is the basic need to belong.

In applying the principles of group dynamics to severely retarded persons, the Israeli project first established four peer groups oriented toward becoming work groups and using a group milieu approach. Each group consisted of approximately ten members and had its own group instructor experienced in working with youth. Chronological ages of the retardates were between 16 and 32 years with an average of 20 years; mental ages were between 3 and 8 years with an average of 5½ years. About one-third had an associated handicap such as Down's syndrome (mongolism), cerebral palsy, or epilepsy. Three of the groups lived in an institution which was set up as a work colony; retardates in the fourth group lived at home with their parents in an urban area.

Each group functioned as a group eight hours a day for 5½ days a week. The first three months were devoted solely to consolidating the group through games, walks, social activities, and an intensive physical education program. The next stage was a group project such as setting up a rose garden—a tangible project with a clearly defined goal. In the third phase, the group worked outside the institution in citrus groves on a voluntary basis. When the group had demonstrated its capabilities, work was obtained on a piecework basis with payment based on the productivity of the group as a whole—50% of the pay went to the institution, 25% to the group fund, and 25% to the individual.

Within a period of eight or nine months the role of the institution became that of a rural hostel. Trainees were able to walk as a group from it to orange groves two or three miles away, allocate the work among themselves, stop for lunch in the grove, and return to the institution after a day's work—all with only nominal supervision by the instructor. The same ability was demonstrated by all four groups.

By E. CHIGIER

Using a Group Approach

NOTE: To ensure that what has been learned from this project will be passed on to others, visual records such as photographs, slides, and 8mm color movies have been accumulated and used for demonstration purposes. In 1968 a 16mm, 20-minute color film, ORDINARY WORK, with English commentary was made on the project. The film can be obtained on free loan from the Division of International Activities, Social and Rehabilitation Services, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201, and from Rehabilitation International, 219 East 44th Street, New York, New York 10017. Information about the final report, THE USE OF A GROUP APPROACH IN THE REHABILITATION OF SEVERELY RETARDED ADOLESCENTS IN AGRICULTURE IN ISRAEL (Research Project VRA-ISR-23-65), can also be obtained from the Division of International Activities. The author and chief investigator may be contacted at 116 Allenby Road, Tel Aviv, Israel.

Balance and strength exercises in the physical

NATURE OF THE PHYSICAL EDUCATION PROGRAM

Each group met two mornings a week for four to four-and-a-half hours. Trainees were expected to assemble on time and in suitable sports outfits and tennis shoes. Sessions would begin with long hikes—two to three miles with short bursts of running interspersed and with short rests for the first hour after which they usually returned to the institution. The program would then continue and included calisthenics (approximately 15 minutes), mat exercises (approximately 15 minutes), work on the horse (approximately 15 minutes), social ball games (approximately 30 minutes), and mixed activities such as table tennis, weight lifting, and ladder climbing (approximately 90 minutes). The fourth group being an urban group met at a sports club for the handicapped where special stress was placed on basketball and swimming including diving.

The program was flexible and the atmosphere was relaxed. Participants tended to look forward to the activities and enjoyed them very much; disciplinary problems were minimal. The active presence of a group instructor helped to ensure maximum participation of trainees; no overt distinctions were made in the physical education program between those with physical handicaps and those without such conditions. Despite the fairly strenuous nature of the physical activities and their riskiness, there were no accidents of any consequence.

OBSERVATIONS REGARDING PHYSICAL EDUCATION FOR THE SEVERE RETARDATE

Severe retardates do more than just derive pleasure from a physical education program. They need training in physical activities as a basic prerequisite to habilitation; the earlier the age they begin to receive physical education, the better. The project staff did not regard physical education as an end in itself but as a means to an end. Analysis of agricultural work to be done by trainees showed the need for fine-finger movements in pruning and picking fruit, for ability to climb and maintain balance on high ladders, and for strength to carry sacks of fruit from trees to crates. Exercises designed to develop these skills were incorporated into the physical education program.

At the beginning of training, retardates were afraid of physical exercise and of using objects, devices, and machines. However, the positive approach of the instructors and success in an increasing range of physical education tasks enabled them to overcome their fears, to gain self-confidence, and to perform with less hesitation and more proficiency.

Among other things, the severe retardate is slow in getting into the swing of things, especially if the demands upon him are possibly threatening in nature or unknown to him. A short period of physical education is often wasted because of the time taken for the group to get organized. Physical education proved to be effective when given in sessions of about four hours duration and when based on variety, multiple participation, flexibility, and extensive use of sports.

Contrary to popular belief the severe retardate is capable of getting bored; many have difficulty in concentrating. A physical education program for him needs variety such as several short periods of calisthenic exercises, a number of different forms of equipment, and the mixing of calisthenics, hiking, and ball games. Little time should be spent on the abstractions of exercise. The best way is to present the program simply as a natural activity in which all trainees are expected to take part; emphasize the pleasant and fun aspects. A sense of humor on the part of the instructor can help to make physical education an enjoyable experience for each participant.

Physical activities have to be adapted to the cognitive limitations of the severe retardate. This requires flexibility in

education program were planned to develop the specific skills needed in the citrus groves

planning and providing instruction. Trainees learned to play and enjoy table tennis even though they could not count to 21; they played until they were tired of playing! The benefits of training in hand-eye coordination and of social interaction were achieved irrespective of the absence of formal scoring and structuring of the game as it is generally played. In playing soccer, the fact that goals were scored by members of the wrong side did not bother trainees or the instructor—and permitted trainees to derive maximum benefit from the activity. If the instructor is aware of the basic principles involved in exercise and sport and can learn to dispense with intellectual frills, he will find many ways of providing a beneficial physical education program for severe retardates.

Inactivity during the physical education period causes boredom, lack of concentration, and possibly disciplinary and behavior problems. Emphasis should be placed on maximal participation most of the time. This can be done by having trainees act as assistants during individual exercises, providing a number of weights and balls so trainees need not wait in line to get a chance to use equipment, using many group games, and arranging simultaneous activities—e.g., two trainees play table tennis while others climb ladders or weight lift.

In my opinion, the self-esteem of the severe retardate is usually too fragile to withstand the stress of highly organized individual competition. Severe retardates vary enormously in mental behavior and physical abilities due to the varying nature of their mental handicap. In every activity where one person comes out on top as first, there are a number of persons who are hurt, saddened, and discouraged by not having attained first place. For the severe retardate, therefore, I do not recommend programs such as Olympic games with their emphasis on individual achievement. Praise for achievement and for self-progress have their place, but little reliance should be placed on highly organized individual competition as a spur for motivation.

The physical education program did much to enhance group consolidation. Techniques that encouraged these included use of different colored track suits for each group, competitions between groups, and intra-group ball games. With careful planning, the physical education program can act as a powerful instrument in promoting the aims of a group approach toward rehabilitating the severely retarded.

The close relationship between the group instructor and the physical education instructor resulted in successful planning of activities which acted as preparation for the specific requirements of the work situation. For example, learning to grip and use a table tennis racket was excellent training for use of pruning shears and fruit clippers. Climbing ladders during physical education made it easier for trainees to climb ladders and maintain their balance on them when working in orange groves. Weight lifting provided good training in lifting and carrying filled bags of fruit or potted plants. Passing a heavy ball from one trainee to another while standing in a line was translated into assembly line work for passing and loading potted plants and tins from the tree nursery on to trucks. Knowing the nature of the work to be performed by retardates makes it possible to plan physical education activities geared to promote training in skills required for the job.

At the beginning of the project most of the trainees were in poor physical shape because of lack of exercise. Many had low stamina, flabby muscles, and bad posture; some could not even walk properly. After six months in the physical education program most of them were able to walk two miles to the orange groves, work from six to eight hours in the open air, and walk back to the institution again. Physical education is a valuable instrument for rehabilitation if adequate coordination exists between the professional workers dealing with the retarded and if the program is planned to meet the problems of the severe retardate and the requirements for vocational success.

Take Action

WAYNE NICHOLS
Plateau Mental Health Center
Cookville, Tennessee 38501

How can we identify and contact mentally retarded adults in the community? Many can be contacted through sheltered workshops, community or state agencies, or through local associations for the mentally retarded. Each of these agencies can work closely with local recreation departments if the proper bridge is built.

In developing a comprehensive program of recreation and fitness for mentally retarded adults the recreation leader should consider:

- needs, interests, and abilities of the group;
- provisions for individual participation;
- coeducational activities, when feasible;
- family events;
- variation of the program;
- opportunities for outdoor activities

Any community, if it will, can provide mentally retarded adults with recreational opportunities. Here are five hurdles a community may encounter when starting such a program:

a. identifying mentally retarded adult participants;
b. providing a facility;
c. publicizing facilities and programs;
d. transporting participants;
e. demonstrating activities at participants levels of ability.

Treating the five problems as unknowns in a mathematical equation, $a+b+c+d+e$ =recreational opportunity, solutions depend upon proposing alternatives for each unknown.

Applying the equation to the problem of providing swimming opportunities for retarded adults, let "a" be a group of adults working in a sheltered workshop. Unknowns "b", "c", and "e" – problems of providing a swimming facility, publicizing the program, and demonstrating activities – could easily be accomplished by:

- contacting the supervisor of the sheltered workshop and
- arranging for his group to participate in a learn-to-use-the pool program before the regular swimming season.
- having recreation workers teach this group pool rules, proper conduct in and around the pool, use of locker rooms, and basic swimming and safety skills.

With this preseason instruction, this group of retarded adults would be eligible to swim during regular hours with ordinary supervision.

Unknown "d", the problem of getting these retarded adults to the facility, could be handled initially by having the group brought to the pool by chartered bus. After learning to use the facility and enjoying themselves while swimming, the retarded adults should feel comfortable enough to accompany parents or friends, or possibly use public transportation to get to the swimming pool alone.

The equation is solved! One possible set of values has been established for these unknowns and provided aquatic fun for at least part of this community's adult retarded population.

This approach is also applicable to other recreational possibilities. Here are possibilities for the unknowns "a" through "e" in solving a square dance problem.

a. let adults be identified through public school or private institutional records;
b. let the city recreation department provide a dance floor or gymnasium for use one evening per week;
c. let the activity be publicized by personal contact with retarded persons, their families, and friends by members of the recreation staff;
d. let the problem of getting the adult to the dance be solved by use of public transportation or car pools;
e. let the teaching be done by members of the recreation staff or a professional caller;

If each participant is required to bring a partner, solution of the equation is $a+b+c+d+e$ = square dancing fun. Such an activity is all the more enjoyable and meaningful to the retardate's family and friends.

Have special educators, recreators, and parents overlooked problems and responsibilities for providing recreation and fitness opportunities for adult retardates? *Take stock in your community or institution . . . and then take action.*

Camping

A UNIT OF GREEN BERETS from Ft. Bragg and a group of children from Western Carolina Center (Morgantown), one of North Carolina's four state facilities for mentally retarded, discovered they could learn a lot from each other as they joined together in a Special Forces Civic Action program last October. *Operation Challenge* consisted of four four-day outdoor training programs for 88 youngsters from the Center. It was conducted by a Green Beret team from the 5th Special Forces Group, John F. Kennedy Center for Military Assistance. Ft. Bragg.

Special Forces units have trained in the Pisgah National Forest area near Morgantown for a number of years and children from the Center have previously been involved in some of their activities on a one-day basis. The superintendent of Western Carolina Center felt these men had a great deal of expertise to offer that would benefit mentally retarded and handicapped children, particularly in the area of physical training and activity. He approached the commanding general of the JFK Center about participating in a Special Forces civic action program. Civic action programs are aimed at helping the civilian community by using the unique abilities and training of the Special Forces personnel and are very much a part of Special Forces activities. (Special Forces units have been active in a variety of projects in several parts of North Carolina including assisting with a summer camp for boys, providing medical assistance in rural areas, giving instructions in various specialties, and providing manpower in emergency and disaster situations.)

Would not some of the children at the Center benefit from physical training and activity similar to actual Green Beret training activities? Such a program could be very effective in giving them a chance to develop a sense of self-confidence and accomplishment. The idea was approved and preparations began for arrival of the famed Green Berets at Western Carolina Center.

An eleven-man team of enlisted men conducted the four training cycles with 22 youngsters participating in each. The first two groups were mildly and moderately retarded young boys, the third a group of young girls, and the fourth more severely handicapped boys, all ranging in age between 8 and 15. The program was designed to provide youngsters with physical training and fitness survival training activities and to build their self-confidence and physical ability. It was the first time members of this Green Beret unit had worked with handicapped children and it proved to be a worthwhile training session for all involved. At the close of each cycle the youthful participants were ready to go back for more.

Each of the four days of the cycle began bright and early at Western Carolina Center as the 22 recruits turned out for physical exercises with the troops.

AT WESTERN CAROLINA CENTER—

OPERATION CHALLENGE

OPERATION CHALLENGE

Then it was forward march as the excited crew headed for the bus which took them to the training site in the Brown Mountain Beach section of the Pisgah National Forest about 20 miles from the Center.

Physical training, basic first aid ranging from artificial respiration to protecting wounds and cuts, instruction in survival, gathering food, cooking, making a shelter, navigating, making rope knots, and hiking made up a full four-day schedule. Recruits also were taught how to make rope bridges to cross a stream and enjoyed the thrill of doing it at Wilson Creek. A tired but enthusiastic bunch returned to the Center each evening, looking forward to the next day's activities.

A highlight of the program for these mini-berets was learning to rappel—come down a rock cliff on a rope support. Youngsters began the rappel exercise by learning the technique on a 30-foot drop under the expert instruction and watchful eye of the Green Berets; many graduated to a 70-foot elevation. These men in individual contact with the children were able to give them the confidence and ability to try new tasks and experiences. Once a youngster found he could jump the first hurdle he was ready for the next.

The kids and their Green Beret mentors camped overnight in the Brown Mountain Beach area on the third night of each cycle and put some of their survival training into practice as they built shelters and cooked their own meals. On the fourth and final day activity moved to a boat dock on a lake where the kids experienced amphibian training, learning the use of a riverboat which holds 15 people. Then it was back to the mountain site where the youthful enthusiasts got their graduation certificates. Each participant received a Special Forces shirt and the honor graduate of each cycle now wears a cherished green beret.

Although the four cycles are over and the Green Berets have gone, their spirit lingers at the Center. Kids who participated in the program will relive their experiences for years to come and there is no way to measure the benefits they have derived. As Max Hemphill, recreation director at Western Carolina Center who coordinated the program put it, "It was a wonderful experience for these kids. With the help of the Green Berets, they have gained confidence in their ability and have greatly improved their self-image." It takes a special person to be able to give these children such confidence and pride in themselves.

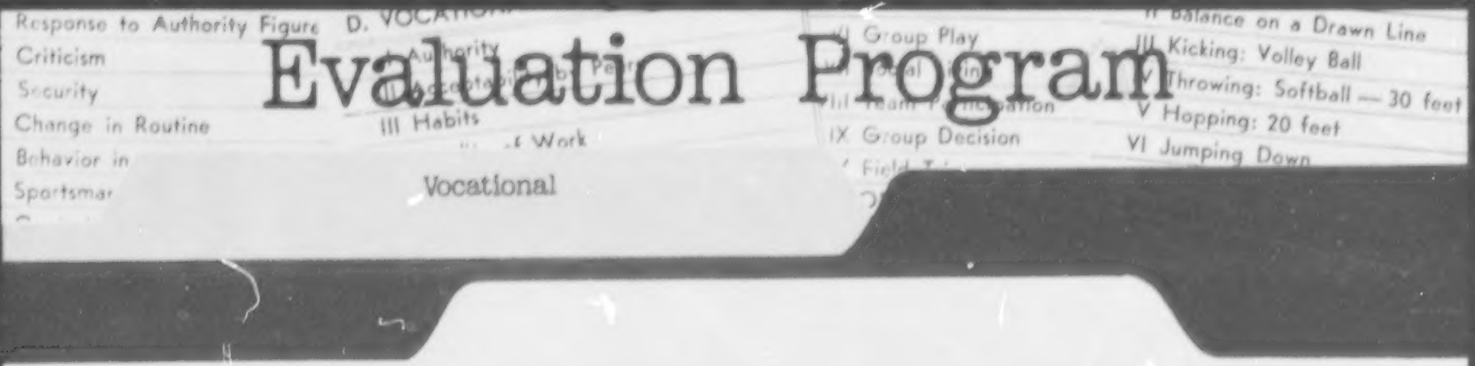
"These men are really *special forces* who can help meet the needs of handicapped children," stated J. Iverson Riddle, Western Carolina Center's superintendent. "The close contact on an individual basis with these men is a wonderful opportunity and a growing experience for these children. We are grateful for the participation and excellent cooperation of the Special Forces."

The youngsters are not the only ones who benefited from the program. "It's good training for the team as well as the kids," commented Lt. Leonard McCook who headed the operation. "It gives us a chance to use our teaching methods on young, inexperienced people. We really have to overcome a language barrier and learn to talk to these kids on their level. It also teaches us to communicate without language to many of the youngsters."

When asked how he felt about the program one Green Beret put it this way, "It's a great feeling to watch these kids build up confidence as they overcome each objective we give them—rappelling down the cliff, crossing the rope bridge, helping build a shelter. They're just amazed at what they can do once they try."

☆ CAMP AMERICA ☆

Camp America is a cultural exchange program that offers American camps and British and European students opportunities for exciting cultural experiences by arranging for highly qualified international university students to act as counselors at American summer camps. Camp America arranges for interested European students to be interviewed by American camping professionals or European university deans under the direction of these professionals. These camping professionals or interviewer/advisers assist in arranging specific job openings in the United States before departing for interviews in Europe. When the adviser has matched a qualified applicant with a job, Camp America makes *all* arrangements to prepare, orient, and transport the student for his summer at camp. All counselor applicants must be at least 19-years of age, have completed at least one year in a university or college, and be fluent in English. Several residential camps for the mentally retarded participated in this program during the past summer with highly beneficial and satisfactory results. For additional information, including detailed procedures, contact Camp America, 102 Greenwich Avenue, Greenwich, Conn. 06830. NOTE: A similar program operates whereby American students are placed in European camps. Information and materials about this program can be obtained from *Euro-Job*, 102 Greenwich Avenue, Greenwich, Connecticut 06830.



Evaluation Program

Additional information: Box 1494, Fargo, North Dakota

The North Dakota Division of Vocational Rehabilitation is exploring the possibilities of using camp facilities in establishing an evaluation program for the mentally retarded client/trainee. A camp setting appears to be ideal for evaluating certain characteristics and traits of the mentally retarded in that it is a place where experimentation can be carried out without the interference of uncontrollable community forces. Objectives for the proposed program include—

- To determine vocational abilities of the client/trainee
- To assess physical proficiency, motor characteristics, and physical fitness levels
- To ascertain social ability, skill, and awareness
- To recommend to the Division of Vocational Rehabilitation the acceptability of each client/trainee for further training
- To suggest additional training methods and procedures for any client/trainee needing further assistance
- To determine the feasibility of this process in evaluating mentally retarded client/trainees

(Staff members from several facilities and graduate students from nearby universities will participate in evaluating the program itself.)

Agencies which have indicated an interest in the program include Grafton State School, North Dakota Department of Health, Red Willow Bible Camp, North Dakota Division of Vocational Rehabilitation, Fargo-Moorhead Evaluation and Training Center, and North Dakota Association for Retarded Children. The camp facility at Red Willow Bible Camp is excellent for the projected evaluation program. The facility is located on the side of a hill overlooking a lake; the camp grounds themselves are conducive to the kinds of work activities mentally retarded client/trainees can perform. The main camp center is carpeted, will sleep 90 client/trainees in combinations of one and two individuals to a bedroom along with dormitory space and has a complete kitchen-dining room. An indoor gymnasium can be used in many ways in the proposed program.

Staff members will rotate with groups of client/trainees to determine vocational abilities and potential and social skills and awareness. Continuous evaluations will be made from observations of client/trainees in a variety of situations, from different work-play-social activities, and with peers and staff. Strengths, weaknesses, and comments will be recorded on rating scales, specially developed record-keeping devices, and a series of charts. Each evening staff members will meet to discuss progress of client/trainees during the day; all records will be kept on a day-to-day basis.

VOCATIONAL EVALUATION

Client/trainees will be placed in work groups each day as assigned by the staff the previous evening. Work tasks will include such jobs as filling in earth slides on the side of the hill, doing various conservation projects, watering and caring for trees, working in the camp kitchen which is equipped with dishwasher and other restaurant type equipment, using power tools and equipment such as mowers, and cleaning the facility much in the same way a custodian would if employed in that capacity. Vocational tasks and evaluation are to be structured so that client/trainees are instructed carefully as to the exact nature of each task, helped to get started on that task, and observed in their work habits, the length of time they work without stopping, general attitudes toward work, ability to work, and interest in others in the program.

SOCIAL EVALUATION

Camps in general and Red Willow Bible Camp in particular are excellent places in which to evaluate the social ability, skill, and awareness of mentally retarded individuals who can be observed in a variety of situations with peers and staff. Social skills, habits, and attitudes toward others can be evaluated in formal and informal situations, at work and play, during structured and unstructured times, in large and small groups. Specific experiences and opportunities in which each client/trainee can be evaluated in terms of social development and progress include—

- Roller skating outings in which attitudes toward others can be observed.
- Dining out at the restaurant where courtesies toward the opposite sex can be noted along with table manners, ability to order meals, and related social habits.
- Recreational activities such as volleyball, basketball, swimming, and boating in which attitudes and relationships with members of the same and opposite sex can be seen.

A camp setting can also be useful in providing opportunities for new and different types of counseling sessions. For example, a staff member can take a client/trainee for a walk and discuss points generally reserved for the confines of an office. A client/trainee may be taken to gather firewood; this time can be used for informal counseling. Another type of counseling session can be held sitting under a tree while both client/trainee and staff member are quite relaxed. Often this type of situation allows the counselor to obtain reliable information from and about the client/trainee.

Transportation will be furnished by the Grafton State School. The client/trainees will spend five days at the camp, arriving on Monday and leaving on Friday. Projected cost for each client/trainee is $30 for the five day period; this fee includes meals and expenses for the staff.

NEEDED: SUMMER THERAPY

ERNEST P. HOFF
Director of Physical Education

LOIS NORDWALL TWELVES
Director of Physical Therapy

LA DONNA BIRES KENNY
Director of Occupational Therapy

Lake Washington Special Education Center
11133 N.E. 65th Street
Kirkland, Washington 98033

PICTURE A YOUNG BOY, afflicted with muscular dystrophy, walking and playing with his friends. He goes home for summer vacation and, through inactivity and progressive disease, returns to school confined to a wheelchair. Regression of function in the handicapped child over a long summer vacation is a well-known phenomenon. Nearly all classroom teachers plan for a certain amount of review in September, even for so called normal children—physical regression for a mentally or physically handicapped child is even more pronounced. These children have often regressed markedly and may not regain June ability levels until October or November, if at all. This significant time loss in all areas is of great concern to professionals and parents. The question of what a school district can do to alleviate this problem within a nine-month school year was posed at the April 1971 meeting of the Society for Exceptional Children, a parent-teacher group at Lake Washington Special Education Center, Kirkland, Washington. A parent, new to the school, asked for a solution to combat the regression she feared for her physically handicapped pre-schooler. Discussion continued until an idea was born—a summer therapy day camp program planned to meet the needs of the child for therapy as well as for fun and recreation. Need for the program was quickly demonstrated by the overwhelming response from parents in the district and in neighboring communities. Enrollment far exceeded the anticipated and planned for sixteen participants.

There was a serious problem of financing. With the late start of the program, all possibility of federal, state, or local school district funding was gone so assistance was sought in the community. Again response was excellent and beyond expectations. The Lake Washington School District provided facilities and the Society for Exceptional Children obtained supplies. Largest donations came from the Muscular Dystrophy Association of Washington and the Overlake Service League of Bellevue. The Elks Lodges of Renton and Bellevue-Kirkland were generous contributors as were the March of Dimes and the Kirkland Eagles Lodge. Individual parents provided funds, materials, food, and their own transportation.

The program had a three-part goal: to provide therapy, swimming, and recreation in an atmosphere of summer camp fun for physically handicapped youngsters. Special consideration was given children who backslide most without continuous care, in particular young cerebral palsied or muscular dystrophied youngsters.

Each child's program was individually designed under doctor's referral. Although individualized prescribed therapy was provided for all, informal therapeutic procedures were carried out in all phases of the program. Standing tables went out on the playground; breathing activities were carried on in the pool; children played, positioned over bolsters, in the sandbox. Youngsters were given the privilege of cooking their own hot dogs, marshmallows, and corn. They also enjoyed sitting quietly around a campfire.

Each day began with a group-sing; songs with action were special favorites. There were quiet games and crafts in addition to vigorous play.

Some of the most memorable moments involved animal visitors who gave the children an opportunity for new multisensory experiences—the warmth of a goat, the softness of a bunny, the scent of a horse, the sound of a duck, and the velvety touch of a pony's nose. What a thrill for a child who cannot walk to ride on the back of a horse! Some children were frightened at first by these simple experiences that other children take for granted, but their fears were overcome by careful and gentle exposure.

Staff consisted of an occupational therapist, a physical therapist, a swim instructor, and a recreation leader from current and former staff of the Lake Washington Special Education Center. Volunteers and youth corps workers provided extra help.

At the end of six weeks, final evaluations revealed that each child had maintained his functional levels. Of special note were measurable gains of four muscular dystrophy children in vital capacity. This was partially attributed to lots of yelling, swimming, and singing. Increases of function were noted in several cerebral palsied children—one deplegic became an independent walker.

Both staff and parents concluded that the program was an unqualified success and the question most often asked was, "Will this program be available next summer?" The staff of the Lake Washington Special Education Center is making plans for another summer school this year on an even bigger scale and hopes to recapture the fun that was so obviously a part of summer 1971.

memorable moments

THE SCENT OF A HORSE

THE WARMTH OF A GOAT

THE SOFTNESS OF A RABBIT

It is early in the morning. All is quiet.

But shortly yellow school buses transporting 400 laughing, boisterous, mentally retarded children will arrive, and another day at the summer day camp of the Nassau County Chapter, Association for the Help of Retarded Children will begin. Now, the old 18-acre estate in Brookville, Long Island, which houses the camp stands silent and expectant. Before the day's excitement begins, there is an opportunity to evaluate the camp's 20-year growth.

Our summer camp has a four-fold purpose—to provide recreational opportunities for the mentally retarded and to let them continue their winter learning experiences; to serve as a training program for young adults and to provide opportunities to interest them in special education; to provide a teacher training experience to enlighten teachers in elementary education about various limitations—and abilities—of the retarded and to encourage some of these teachers to enter special education; and to broaden the experiences of trained special education teachers on our staff by offering a program different from customary classroom situations and activities. As roles change from teacher and pupil to counselor and camper, all discover and share a new status and relationship. Teachers gain greater insight and new understanding of retarded youngsters and consequently enhance their own professionalism. Pupils find exercises they can master, learn that physical activity can be fun, and make rewarding self-discoveries.

Camp started 20 years ago with only 35 youngsters; today it services 400 retardates 5 to 21 years of age and some few over. The enrollment consists of 84% trainable mentally retarded, 2% educable mentally retarded, 4% emotionally disturbed and brain injured, and 10% occupational day center clientele. Young adults ordinarily employed in the AHRC workshop program in Hempstead are given special group assignments at summer camp.

ORGANIZATION + INTEREST + INVOLVEMENT + INNOVATION + FACILITIES: *Ingredients for a successful camp*

Much of the success of our camp program stems from careful selection of staff. The well-screened staff has grown considerably since the camp's infancy and now includes a music specialist who has been trained to understand the mentally retarded as well as to teach music; a dance instructor who is sensitive to the needs of the mentally retarded; an arts and crafts specialist who is also a certified special education teacher; two lifeguards, three swim instructors, 21 trained teachers, and 80 high school senior and college junior counselors.

The junior counselor program is particularly significant and important not merely for handling day-to-day camp activities but for building community and professional interest in meeting the needs of the retarded. Despite special precamp orientation junior counselors generally start out uncertain of the demands retarded youngsters will make and somewhat unsure of whether they will be able to cope with them. As summer progresses, awareness of the retarded and handicapped increases and junior counselors learn to view these children in a new and different light. Compassion takes on new meaning for these young adults; words such as "tolerance," "patience," and "understanding" are redefined. Often deep interests in the mentally retarded instilled at AHRC prompt junior counselors to train for teaching positions in special education; many former junior counselors have returned to our staff as teachers.

Since involvement is crucial to the success of any program, active staff participation is mandatory. Whether a counselor is pitching in a close game of softball, helping a child learn to finger paint, or teaching a camper to float, guidance, enthusiasm, and encouragement are provided.

Observers may easily feel the special warmth that emanates from camp. Here campers find freedom from fear, a sense of security, and a high level of group spirit. A reciprocal type of self-satisfaction is readily apparent. Campers are pleased with themselves as they accomplish something and achieve at their own levels. Counselors are gratified; they feel the satisfaction from helping someone to achieve. Growth is constant; as children progress, counselors grow as individuals. A rapport inherent in camp is difficult to verbalize, yet very obvious.

We have come a long way over a winding and tedious course since our inception, but today we are thriving. If

It is difficult to realize that this camp does not have a sleep-away facility and is only a day camp. Interesting and heavily shaded pathways suddenly lead to sunny ball fields or roomy meadows. Basketball hoops, lowered to eight feet, line one open area; a volleyball court occupies another. While the old mansion houses several older groups and has dancing facilities, a new ultra-modern building serves as home for younger groups, for the music program, and for the medical and kitchen facilities. In its own well-stocked pavillion, the arts and crafts program offers opportunities for youngsters of each age group to experiment with their hands and their creative abilities. There are two swimming pools on the estate—a large pool, three to nine feet deep, is for youngsters 9 to 21 and over; an 18-inch deep wading pool, continuously filtered and chlorinated, is perfect to introduce swimming to younger campers.

MURRAY C. FRIED
DIRECTOR, AHRC SUMMER CAMP PROGRAM
ASSOCIATION FOR THE HELP OF RETARDED CHILDREN
NASSAU COUNTY CHAPTER, 189 WHEATLEY ROAD, BROOKVILLE, NEW YORK

A mongoloid child, whose only form of expression was constant rocking back and forth, learns to dance.

A physically handicapped child finds games he can play.

An insecure child discovers that swimming is fun.

Big rewards for a summer of work.

If success could be measured in degrees of warmth, understanding, and contentment, we have done much more than merely succeed—we have won an immense and gratifying victory.

But now the quiet is broken as buses from various Long Island towns converge on camp. With bathing suit, towel, and lunch clutched in one hand and a junior counselor holding the other, youngsters are helped off buses and escorted to their respective groups. Wary for signs of illness or out-of-the-ordinary behavior, counselors visually inspect each child before he is unloaded. Health and safety are goals fostered at all times in all aspects of the program.

Once in groups determined by chronological ages and functioning capabilities youngsters are given opportunities for free play. Children who function with relatively little counselor supervision play group games which their teachers plan for them. Other youngsters who require more direct attention are assigned to specific junior counselors who, in turn, guide these children in play. More able campers help their less progressive friends play with simple toys and games.

Swimming has always been a highlight of each day for most all youngsters. Swim instruction is provided for all campers by special instructors who circulate within groups during each 45 to 60 minute swim period. Helping youngsters feel confident and eliminating their fear of water are all in a summer's work. Kickboards, colorful pails, beach balls, and toy boats are used by junior counselors in their attempts to introduce younger campers to swimming. Overhead sprinklers are arranged outside the little pool to motivate youngsters who are afraid of water. These sprinklers have served as a catalyst in getting insecure children into the pool. On very hot afternoons older campers are scheduled to use another set of overhead sprinklers, placed over a parking lot. Swimming is offered in the morning and sprinkler play in the afternoon.

From *Jimmy Crack Corn*, *Skip to My Lou*, and *Alley Cat* to popular folk songs, music plays an important part in our summer program. Rhythm is necessary in child development and musical instruments are available to supplement the music program. Voices joined in unison fill the room as familiar songs are mixed with new tunes and a good time is had by all.

Dance and pleasantly camouflaged calisthenics stress physical coordination and essential exercise in each day's schedule. Limbo sticks, hula hoops, frisbees, elastic strips, beach balls, and popular music supplement the program as the children learn to respond to rhythm with their bodies as well as with their voices. Not all youngsters are able to perform in each activity, but dance observers one time are often participants next time.

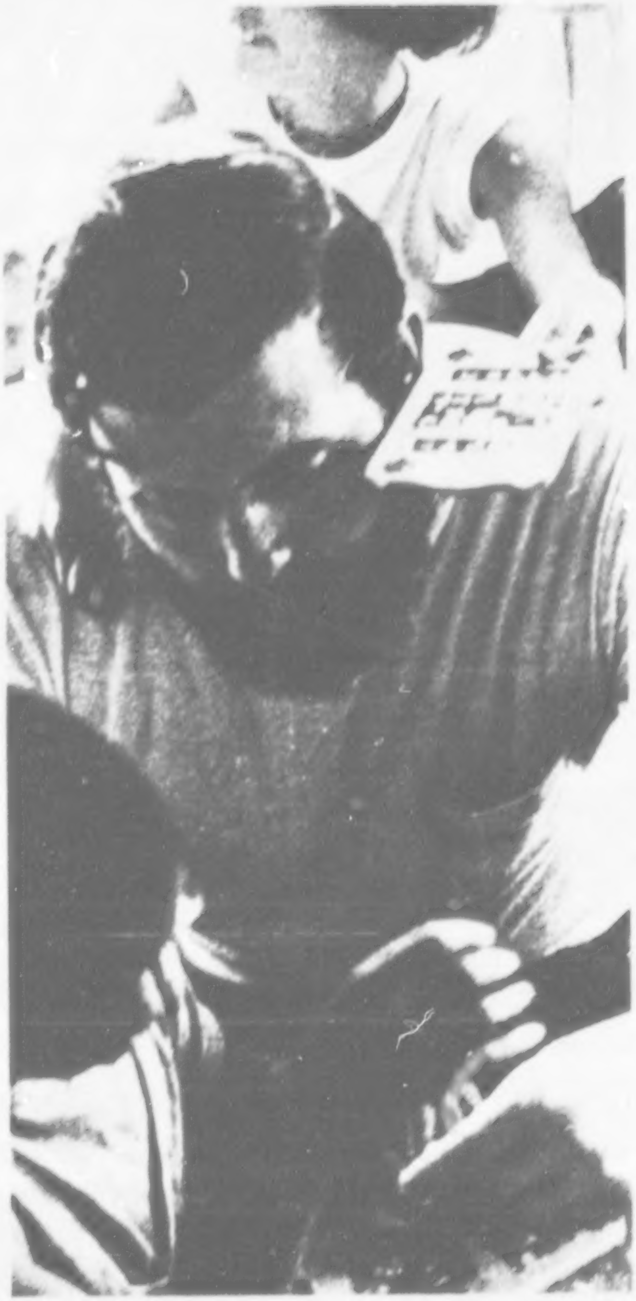
Finger painting or mask construction, tissue paper flowers or mosaic ash trays, and other arts and crafts enable each retardate to function to the best of his abilities. Dividing the group into sections provides opportunities for a varied program for campers who function best as individuals, for those who work well in group situations, and for those who need remedial help. Beads, yarn, ice-cream sticks, and glitter are the basics of creation for the slow children. More advanced youth may have such items as styrofoam balls, feathers, and foam rubber at their disposal.

Our playgrounds are neither typical nor humdrum; they have been designed creatively. The most modern climbing toys and swinging apparatus are found in these play areas. Colorful functional toys are our appliances. One of our playgrounds comes directly from science fiction and is complete with intricate webs and flying saucers. In spite of cries of utter disbelief, we have installed a jump on one playground. This device is elevated three feet above the ground over a huge foam rubber filled bag; it promotes motor coordination through stair climbing and helps to alleviate fear of height.

Activities of early childhood such as *Steal-the-Bacon*, *Simon Says*, and jump rope also fill periods when groups are not scheduled for specific activities. Mentally retarded youngsters are capable of participating in more advanced games such as volleyball, basketball, and softball. What's more, these youngsters enjoy playing such games. Team spirit is fostered in the group and interest is kept at a high level as junior counselors keep games moving at a brisk pace. By modifying game rules and equipment, these youngsters play games that were once denied them.

Weekly cookouts afford retarded children opportunities for cooperative meals and a chance to identify with a group. Since campers plan together and participate together, they are no longer different from others—they belong.

Innovation, interest, organization, facilities, and involvement are all important ingredients for a successful camp program. And at AHRC we have that certain smile, that strong welcome hand, that compassionate word to turn a summer day into a pleasant and educational experience.



Another and another and another successful camp

OPERATED BY THE DIVISION OF MENTAL RETARDATION AND CHILDREN'S SERVICES, NEW YORK STATE DEPARTMENT OF MENTAL HYGIENE: A recreation camping program brings summer fun to mentally retarded children and adults from state schools and communities throughout New York State. Each summer over two thousand mentally retarded persons receive a summer vacation of fun and relaxation.

The summer camps for the mentally retarded are open to residents of state schools for the retarded as well as residents from surrounding communities. Every two weeks residents of a state school come to camp. During that same week retarded persons living in communities served by the school are also eligible to attend camp. All campers must be ambulatory and toilet trained, need no special diet, have no restrictive physical or mental problems, and have attained a reasonable level of ability for interpersonal relationships. The minimum chronological age for campers is eight; there is no maximum. Community campers must be in the same age group and at the same functional level as state school campers.

Swimming, dancing, cookouts, ball games, campfires, bicycling, and other activities geared to the age, ability, and interest of campers are part of the program. Here is a typical day's schedule. Rise between 7:30 and 8:30 a.m., wash and dress, exercise, have breakfast. A two hour recreation period follows. Recreation consists of arts and crafts, recreational games and instruction, music and drama, and swimming. Next is lunch followed by a rest period and then afternoon recreation (similar to the morning's activities). After dinner there may be a marshmallow roast, movie, dance, cookout, campfire, songfest, or drama skits.

All campers are well supervised at all times. Staff of the camp consists of counselors; head counselors; nurses; a program director; arts and crafts, music, drama, and recreation supervisors; plus kitchen and maintenance workers.

Three residential camps are operated to serve a particular section of the state by the Department of Mental Hygiene. Camp Wilton is situated in Saratoga County below the Adirondack Mountains. Camp Catskill is located in the Catskill Mountains. Camp Seneca is located on Old Lake Shore Road, Evans, about 25 miles south of Buffalo. Each camp has a swimming pool, recreation halls, large dining rooms, sleeping cabins, and a number of outdoor recreation areas.

There is no fee charged residents of state schools or to community residents. Additional information about the program can be obtained from the New York State Department of Mental Hygiene, Albany.

Ingredients for a successful camp

Sharing one's knowledge and skills with others can be a joyful experience in itself, but when further knowledge is gained through this sharing, the personal rewards are undeniably multiplied. Such was the case last summer in Arkadelphia, Arkansas, where 30 Senior Girl Scouts from 18 states conducted a day camp for a group of resident girls at a unit of the Arkansas Children's Colony, an educational center for the mentally retarded. The event was jointly sponsored by the Colony and the Conifer Girl Scout Council. Main purposes of the camp were to give participating Colony girls a chance to take part in various camping activities and to provide Senior Scouts with instruction and practical experience in working with mentally retarded children.

The girls arrived in Arkadelphia in the middle of July and were housed on the campus of Ouachita Baptist University. Orientation and training sessions were held at the Colony which is located in an area surrounded by woods outside the city limits. The Colony is a complex of modern facilities which includes classroom buildings, dining hall, recreational area, library, administration building, and cottages where the children live. The Colony's 230 residents, whose ages range from 6 to 21, are all considered trainable and ambulatory.

During the first few days of their stay, the Senior Scouts toured the facilities, heard lectures by Colony staff, and viewed films on behavior modification. They also made a field trip to nearby Hot Springs to visit the State Rehabilitation Center, where retarded persons are given vocational training, and the I.Q. Zoo, where behavior modification techniques are used in training animals.

The retarded girls participating in the project were all Girl Scouts themselves, members of a troop organized at the Colony three years ago. From among these girls, the Senior Scouts were each assigned a special friend to work with on a one-to-one basis. The entire group was divided into five patrols with selected Seniors serving as the patrol leaders.

Camp ACCtion (ACC stands for Arkansas Children's Colony) was set up in a wooded area near the recreational facilities. Tents were pitched and each patrol was responsible for building a home in the woods. A flag raising ceremony opened each day's activities which included building campfires, doing handicrafts, cooking outdoors, and cross-lashing furniture. The day camp was conducted from 3 to 8 p.m. for four days, with the girls spending the last night outdoors in their tents and breaking camp the next morning.

The parting of Senior Scouts and Colony girls was not without its share of tears, according to the Conifer Council staff members who helped supervise the project. They reported that the special friend arrangement worked out beautifully in all cases and that the Seniors, despite their number and the diversity of the regions from which they came, did not present a single disciplinary problem.

Summing up the entire project, Clayton Lorenzen, superintendent of the Colony, said that it was a "rewarding and meaningful experience" for both the senior scouts and the colony girls.

The event marked Conifer Council's first venture into programs on a national level. Happily, it won't be their last, for staff members have announced that both the Colony and the Girl Scouts of the U.S.A. have approved the project for the coming summer.

Moderately and Severely Retarded

VTR

ELLEN KAHAN
BILL THOMPSON
George Mason Center
Arlington, Virginia

At George Mason Center, Arlington, Virginia, we work as a team to teach trainable mentally retarded children physical education, personal health and hygiene, and homemaking skills as integral parts of the Center's total program. A video tape recorder (VTR) has been invaluable to teachers and students in showing and developing skills in these three subject areas.

What can a video tape recorder do for the trainable mentally retarded? VTR can create new interest in school activities; it can make a hyperactive child stand still, a nonverbal child want to talk, and learning so much more fun. The versatility of VTR lends itself to learning situations of any kind and at any level. A variety of techniques and sophisticated methods can be used to meet varying needs of youngsters at different functional levels, in all grades. Use of VTR is limited only by the resourcefulness and ingenuity of the teacher.

Our experience with VTR has been with moderately mentally handicapped—children and teenagers—and their parents. The students are fascinated to see themselves on a VTR screen. The first time our students viewed a video tape of the class, they picked out everyone but themselves in the picture. Individual tapes were then made of each student to help him build a better self-image. This was done by interviewing each student by himself so that he could see and hear only himself during playback. These interviews brought about many positive changes. Youngsters felt important, had feelings of greater self-worth, and sensed the good reactions of class and teachers to the picture. This caused children to smile, talk, and communicate with others, first in regard to their pictures and then in everyday activities.

VTR has been used so much at George Mason Center that teenagers no longer react to being filmed; it is now possible to take truly realistic pictures of them performing. Youngsters have seen candid performances of themselves and others in many facets of school life—participating in physical education skills such as roller skating, folk dancing, jumping on the trampoline; performing homemaking skills such as dusting, vacuuming, and bed making; and taking part in language arts activities such as performing in a play and interviewing each other.

"A picture is worth a thousand words" applies even more when there are a thousand pictures! One effective use of VTR was to show parents at a PTA meeting some activities their boys and girls participated in at the Center; activities were of the type parents cannot normally see because of work and other commitments. They were fascinated to see their youngsters performing and doing well in so many different activities. It would have been fun and interesting to have had an additional VTR to record parents' reactions as each watched his child perform. The positive reactions of parents on such a recording would greatly reinforce each student's pride in his accomplishments. VTR is used during parent-teacher conferences. With a filmed series of activities of an individual child, we can communicate ideas to parents that are difficult to express in words. VTR should bring about closer understanding of a child's potential ability and areas in which his particular abilities lie. Oftentimes a child does unique things in school that can, by a live picture, be conveyed to parents and others who do not see the child in action.

An immediate reaction to using VTR is usually apprehension due to lack of experience and fear when confronted by a TV camera. However, upon actual involvement, initial apprehension diminishes and then disappears. Basic principles should be followed to make video tape activities effective teaching tools.

- Be prepared and well organized prior to taping; organization and preparation contribute to high quality results.
- Make individual activities short and concise. When activities are discussed and children prepared before actual taping, these sessions are more meaningful, and students do not tire of seeing the same thing over and over again.
- Erase, improve approaches and procedures, and tape again when activities do not reflect the degree of perfection desired; in this way students see themselves at their best.
- Have enough extra tapes so that tapes of special value can be saved; keep tapes of in-service teaching activities or lectures for future reference.
- Review briefly activity that has just been covered at conclusion of tape.

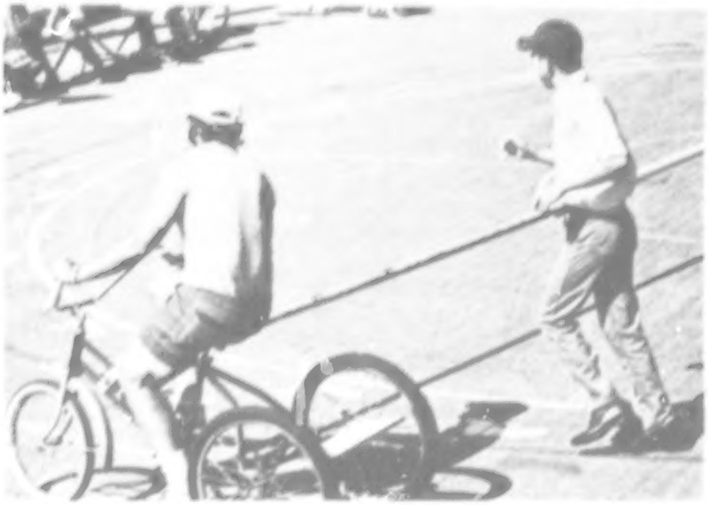
Comprehension and learning of any activity can be greatly enhanced by using VTR. It improves self-awareness, promotes better self-image, and is fun to use and see. Try it and see for yourself.

Micro-Pacing Track

A primary concern of many physical education and research personnel interested in cardio-respiratory fitness of mentally retarded persons is the ability to reproduce progressive work loads. This concern is even greater for lower level retarded individuals where communication, so necessary for valid investigation, is extremely difficult. So often an instructor coaxes or pulls a student through a predetermined work load in an effort to ensure the student's work output is what it should be. This is not only arduous for an instructor, but must be done on a one-to-one basis. And, one must also question the validity of the amount of work done by a student who does not do the entire work load himself!

In an effort to control work load of severely and profoundly retarded residents at Denton Texas State School for Mentally Retarded, a micro-pacing track was developed. The track is useful for all levels, relatively inexpensive, and completely portable.

The micro-pacing track is a device consisting of a rotating arm which can be adjusted from 10 to 20 feet. At the fixed end is a two inch by two and one-half foot vertical pipe that is braced at the bottom. The top of the pipe is closed by welding on a two inch circular disc with an indentation for placing a steel ball bearing. Sliding over the fixed pipe is a two and one-quarter inch by one and one-half foot metal sleeve closed at one end to rest on the steel ball bearing. Welded to and at a right angle to the sleeve is a braced two and one-quarter inch by 10 foot metal pipe that is parallel to the ground and is one-half of the rotating



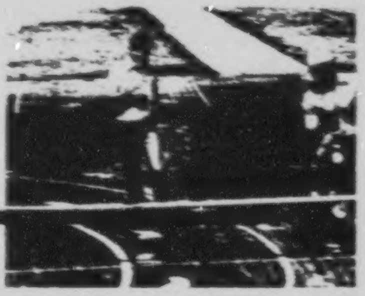
Micro-Pacing Track

arm. Sliding lengthwise through this pipe and forming the other half of the rotating arm is a two inch by ten foot pipe. By drilling holes at given intervals in the thinner pipe of the rotating arm and one hole at the outer edge of the thicker pipe, the radius of the rotating arm may be adjusted from 10 to 20 feet by aligning the hole in the thicker pipe and placing a metal pin through the holes. At the end of the rotating arm is a clasp which can be attached to an adult three wheeled tricycle; make this attachment on the body of the bike directly behind the handle bars. This allows the rider to turn the front wheel freely for varied sizes of circles and does not interfere with his legs while he propells the bike. The micro-pacing track can be dismantled, transported, and reassembled easily since no part is over 10 feet long.

The micro-pacing track can be utilized effectively to teach students to ride a bike. It is especially helpful to blind students who can ride independently and who also run independently by grasping an old bicycle tube that is attached to the rotating arm and running behind arm while instructor rides the tricycle.

The micro-pacing track was not, however, built to teach bike riding and provide benefits that accrue from bike riding. It was designed as a pacer for students who run or walk behind the rotating arm while someone rides the bike. The micro-pacing track provides an opportunity to reproduce exact work loads in walking or running. A student can follow the rotating arm at a given radius and perform a given work load. Ability to reproduce is an important ingredient necessary for developing progressive cardio-respiratory running or walking programs.

To assist instructors and students in determining correct work loads, different color concentric circles with different radii can be painted on blacktop, cement, or wooden areas. If this is not possible, colored tape or plastic highway cones can be used. In addition, colored footprints can be painted to assist students in following the appropriate lane. A progressive walking or running program can be developed by increasing speed, and/or duration, and/or distance covered by a student.



Another benefit of the micro-pacing track is that more than one student can walk or run at the same time. By placing more capable students on outer radii and less capable on inner radii, progression can be maintained for almost any level of cardio-respiratory fitness. Another unique possibility is to build a platform on the rear of the adult tricycle where an investigator can sit and collect data such as heart rate, breathing rate, and 0_2 intake.

RICHARD A. NESS
Director, SRS Grant
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TABLE I

This table indicates how to develop a progressive program through increasing distance (revolutions)

Progression through Distance (revolutions)

Radius	1 rev.	5 rev.	10 rev.	15 rev.	20 rev.	25 rev.	30 rev.	35 rev.	40 rev.	45 rev.
16 ft.	33.5 yd.	167.5 yd.	335.0 yd.	502.5 yd.	670.0 yd.	837.5 yd.	1005.0 yd.	1172.0 yd.	1340.0 yd.	1373.5 yd.
18 ft.	37.7 yd.	188.5 yd.	377.0 yd.	565.5 yd.	754.0 yd.	942.5 yd.	1131.0 yd.	1319.5 yd.	1508.0 yd.	1545.7 yd.
20 ft.	41.7 yd.	209.3 yd.	418.6 yd.	627.9 yd.	837.2 yd.	1046.5 yd.	1255.8 yd.	1465.1 yd.	1674.1 yd.	1715.0 yd.

KEY: 1/4 mile = 440 yd. 1/2 mile = 880 yd. 3/4 mile = 1320 yd. 1 mile = 1760 yd.

TABLE II

This table indicates how to develop a progressive program through increasing speed (r.p.m.) and/or duration (minutes).

Progression through Speed (r.p.m.) and/or Duration (minutes)

3 r.p.m. (1 revolution per 20 seconds)

Radius	16 ft.	18 ft.	20 ft.
Speed	3.4 m.p.h.	3.86 m.p.h.	4.3 m.p.h.
distance for 3 minutes	302 yd.	340 yd.	376 yd.
distance for 4 minutes	404 yd.	454 yd.	502 yd.
distance for 5 minutes	504 yd.	567 yd.	630 yd.
distance for 6 minutes	605 yd.	680 yd.	753 yd.

4 r.p.m. (1 revolution per 15 seconds)

Radius	16 ft.	18 ft.	20 ft.
Speed	4.5 m.p.h.	5.15 m.p.h.	5.7 m.p.h.
distance for 3 minutes	403 yd.	454 yd.	504 yd.
distance for 4 minutes	538 yd.	605 yd.	672 yd.
distance for 5 minutes	672 yd.	758 yd.	807 yd.
distance for 6 minutes	806 yd.	907 yd.	1008 yd.

shape him!

How does one teach a child who is chronologically 10 years old, has an IQ of 36, and a mental age of 3 years, 6 months to work a puzzle or throw a ball or run?

MELANIE HAMPTON
RECREATIONAL THERAPIST
CLOVER BOTTOM HOSPITAL
AND SCHOOL FOR MENTALLY RETARDED
DONNELSON, TENNESSEE

GREAT PROGRESS and dramatic results have been reported when behavior modification or operant conditioning techniques have been used with mentally retarded of all ages and with widely diverse problems. Many people react negatively to these procedures because they feel that individuals participate and perform expected behavior only to get the reward. However, the success that many persons working with severely and profoundly retarded have had with these techniques cannot be denied or disputed. Unfortunately, little research, empirical evidence, or subjective observations have been reported relative to the use of behavior modification techniques in physical activity and recreation programs. There are indications that when appropriately used, rewards can lead an individual from taking part and behaving to receive a tangible reward—extrinsic motivation—to self-actualizing behavior brought about by intangible satisfactions of participating and intrinsic benefits provided by the activity itself.—EDITOR

Recreation may be seen in its simplest form when working with trainable mentally retarded children. Meaningful recreation activities are adapted to each individual participant according to his interests, needs, abilities, and limitations. If an individual cannot square dance, *teach him!* If a mentally retarded child cannot work a puzzle or string beads, *teach him!* How does one teach a child who is chronologically ten years old but has an IQ of 36 and a mental age of three years-six months to work a puzzle, throw a ball, or run? *Shape him!*

Shaping behavior is a technique used by psychologists and educators to control and change the behavior of children. A baseline is established by observing a child to see what he can actually do now. Next, specific goals are set up to provide structure to the activities as well as purpose for the child. A specific reward—something the child wants—is decided upon and a step-by-step program developed to lead the child toward the attainable goal.

Prior to teaching a child a specific activity or skill, observe what he is doing and how he reacts in other situations. Can he sit long enough even to look at a puzzle, much less work one? Does he have any awareness of his environment? Can he follow instructions? Often, the institutionalized mentally retarded have little recognizable speech; many have limited understanding of everyday words such as *yes* and *no*. Evaluation of what a child does in particular situations can be made by observation, check list, or rating scale; behavior shapers refer to this as taking a baseline.

Next, procedures are introduced to control behavior—the expected and appropriate behavior, not that which the child necessarily wants. Children are rewarded for behaving in the expected way. The reward is something the child wants and is given when he is behaving or performing as expected. Future rewards are for better behavior than that for which past rewards were given. A reward is simply something to help a child attain and maintain expected behavior. The type of reward depends upon the individual child and the length of time he has been exposed to the program.

A hypothetical situation is presented to illustrate behavior shaping applied to recreational activities. Jimmy, age ten, IQ 36, mental age three years-six months, is seated at a table; his teacher is seated across the table from him. On the table in front of Jimmy are ten large colored wooden beads and a string similar to an ordinary shoelace, only longer, with a knot tied in one end. Jimmy is asked to put the beads on the string; a baseline is established by giving him four or five tries and counting the number of beads he gets on the string each time. Jimmy puts three of the ten beads on the string before he appears restless and disinterested; the desired behavior is for him to put as many beads on the string as he can without interruption.

As Jimmy progresses to four or five beads, his achievement and behavior are rewarded with something he wants—candy, drink, verbal praise, a smile, or an arm around his shoulder. Expected behavior is reinforced and undesirable behavior is ignored. How often we unconsciously reward undesirable behavior! It may take Jimmy days or weeks to string ten beads, but if a child can get one bead on the string he can improve and progress to two, three, and eventually ten.

What if Jimmy just looks at the beads, throws them, or puts them in his mouth? "No, Jimmy, put the bead on the string," might be a response. The example—*do as I do* method of teaching—may be used as a guide to help him attain the expected behavior. Some children have to be taught or trained to sit quietly for a reasonable length of time. Since sitting quietly is a difficult task for some children, a baseline often must be taken for this activity and a program developed to train or teach these children to sit quietly. Sometimes recreation personnel who teach the mentally retarded become extremely frustrated, disinterested, or perhaps even give up. Behavior shaping is a slow, step-by-step procedure requiring patience, tolerance, and much endurance, but it does work and is effective when applied correctly.

Teachers, instructors, and recreation therapists must begin with simple tasks and develop a hierarchy so that each child can attain desired goals and the expected behavior as an end result. Whether the child is stringing beads, working puzzles, or playing ball, shape his behavior so that growth and learning take place. A well-conceived recreation program that incorporates the use of behavior shaping techniques can help minimize problems encountered in working with trainable mentally retarded children while at the same time serving to meet the needs and best interests of each individual.

Selected references to which the reader is referred are as follows:

"Behavior Modification Techniques for Teaching Swimming to the Mentally Retarded," *A Practical Guide for Teaching the Mentally Retarded to Swim*. Washington, D.C.: American Association for Health, Physical Education and Recreation, 1969.

Harry D. Wagner. *The Effects of Motivation and Repeated Trials on Physical Proficiency Test Performance of Educable Mentally Retarded Girls*. Doctoral dissertation. George Peabody College, Nashville, Tennessee. August 1967. (Abstract in *Challenge*, January 1968, Vol. 3, No. 3)

Amiel H. Solomon. *Motivational and Repeated Trial Effects on Physical Proficiency Performances of Educable Mentally Retarded and Normal Boys*. Doctoral dissertation. George Peabody College, Nashville, Tennessee, 1968. Published as *Behavioral Science Monograph Number 11*, Nashville, Tennessee: George Peabody College, Institute on Mental Retardation and Intellectual Development, 1968. (Abstract in *Challenge*, November 1968, Vol. 4, No. 2)

GUIDELINES

FOR WORKING WITH THE TRAINABLE MENTALLY RETARDED

Base activities upon the needs and readiness of the various age groups.

Provide challenging activities so that success and a feeling of accomplishment are within the reach of each child.

Maintain a balance between vigorous activities and less demanding activities; plan for change-of-pace activities especially for those with serious physical or mental defects.

Make special provisions for the safety of all children.

Show and demonstrate new activities; the TMR learns more readily by being shown than by being given elaborate verbal instructions.

Take nothing for granted as far as movement is concerned.

Use part-teaching as a more advantageous approach than whole method teaching.

Provide needed repetition; short sessions repeated at frequent intervals over long periods of time are generally productive.

Provide repetition with variety; repetition with no variation can be extremely boring for even the most severely retarded children.

Use a variety of attention getting devices: voice change, facial expressions, surprises.

Capitalize upon noncompetitive activities; frequent encounters with failure can have damaging effects and emphasis should be upon successful experiences.

Make certain all activities are within the physical and mental capacities of the child.

Base new activities on previously learned experiences, whenever possible; avoid presenting too many ideas too quickly.

Give praise for something well done or for a valiant effort; to the mentally retarded this is a sign of achievement and success, which each child should experience more often.

PROGRAM OBJECTIVES FOR THE INDIVIDUAL

Provide for physical growth and development through which muscular strength and endurance, agility and flexibility, coordination and balance help produce correct postural habits, efficiency of movement, and physical fitness.

Develop characteristics such as cooperation, leadership, followership, honesty, and fair play through which he may assume group responsibility in society and learn to show good sportsmanship in all situations; develop consideration of others, respect for the feelings of others, good manners, including use of such courtesy words as *please* and *excuse me*, and ability to follow directions and accept discipline.

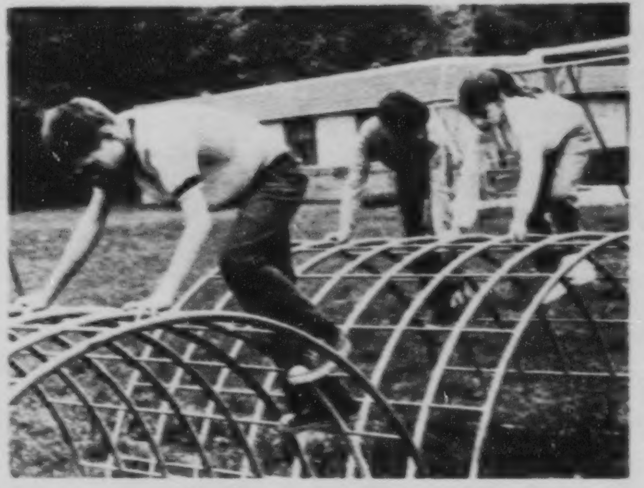
Develop emotional growth and characteristics such as courage, initiative, poise, resourcefulness, and self-control through which he may attain maximum enjoyment and satisfaction in his present school life.

Increase communicative abilities by encouraging him to verbalize his needs (e.g., for bathroom privileges or a drink of water) and to communicate his thoughts and feelings (e.g., expressing likes and dislikes).

I can!

A report on Michigan State University's program of physical education for trainable mentally retarded children

By JANET MARSH



MICHIGAN State University began field testing a new physical education curriculum for trainable mentally retarded children in January. This program was developed and pilot tested during the past year under the direction of Janet A. Wessel, professor of health, physical education and recreation. It is funded with a federal grant from the Bureau of Education for the Handicapped, Department of Health, Education and Welfare and with a contribution from the university. Although the purpose of this program is to improve physical education for mentally retarded children, another important goal is to develop socio-leisure competencies such as ability to play, act independently, gain self-respect, belong, and move effectively.

The new curriculum is felt to be unique because it includes an individually prescribed program which can be adapted to group instruction. It contains both diagnostic tools which a teacher can use to determine needs of each child and methods to coordinate concepts being taught in the classroom with the physical education program.

Teachers field testing the new curriculum received a kit of more than 20 modules covering such areas as physical awareness, rhythmical skills, lifetime sports, game strategy, and social skills. The kit has posters, assessment-evaluation tools, observational film loops, training manuals for personnel, and a teacher's reference book.

An associated learning segment is considered to be a whole new way of integrating education with continual reinforcement. Coordinated by Jeralyn J. Plack, an assistant professor at MSU, it recommends basic concepts to be taught in science, mathematics, health, daily living, music, and art, and explains how they relate to physical activity. For example in teaching colors during art class, a teacher can show children the colors red and white and let them use red and white crayons, while in physical education a teacher can emphasize differences between red and white teams. A classroom teacher can also point out that apples are red and milk is white. The MSU staff tried out its new curriculum in Lansing at the Marvin E. Beekman Center for Trainable Children.

Dr. Wessel has been encouraged by the number of requests she has received from schools, both in Michigan and outside the state, asking to field test the new curriculum. *I Can*, as the new curriculum is called, has built-in accountability. Teachers, administrators, and parents all can use progress reports which are filled out in conjunction with the program to determine each child's current status and progress, as well as the final goal.

Because of the nature of the kit and its packets of materials, it will not be difficult to update as new techniques and approaches are found to be more effective. The curriculum will be kept current with new developments even after the field testing is finished and the kit is on the market.

Janet Marsh, the author of this article, is a staff member of the Department of Information Services at Michigan State University.

PROGRAMMATIC RESEARCH

DEMONSTRATION PROJECT IN PHYSICAL EDUCATION FOR TRAINABLE RETARDED

This Project, supported by the Bureau of Education for the Handicapped (Department of Health, Education and Welfare), was funded in June 1971 as a demonstration project in curriculum development and research in physical education for trainable mentally retarded. The central thread through the curriculum is socio-leisure competence—to develop abilities to play, to act independently, to gain self-respect, to belong, and to move effectively.

The over-all purpose of the curriculum study is to improve physical education programs and provisions for retarded in special and regular classes, school learning resource centers, and institutional settings. The current goal is to develop a comprehensive, developmentally organized physical education program for trainable mentally retarded. Tasks of the Project Center include—

- Develop an individually prescribed physical education instructional program (based on the curriculum model of the Battle Creek Project) for retarded children and youth, preschool through elementary.
- Design and develop an associated learnings program that correlates with other subject areas—communicative arts, quantitative thinking, self-help, and social learning.
- Develop and evaluate teaching materials and the use of technically programmed materials.
- Develop field testing and evaluation models to establish validity and reliability of the instructional program.
- Conduct seminars and workshops for teachers and administrators with accompanying training materials.
- Conduct related research on children, teachers, situational variables, and interrelated learnings.

Present plans are to design and write prototype curriculum materials in cognitive, affective, and physical skill learning areas, to test these materials as a bridge between the project and representative field centers, and to develop an evaluation plan for collecting and analyzing data for program development and field operation. Instructional materials will include: lesson units for ages 4-12—rationale, activity sequences, teaching-learning strategies, pre and post evaluation procedures, materials, and supplies; behavioral scope and sequence chart; pre and post teacher evaluation forms by lesson unit; reproducible material including pupil profile records and reports to parents; instructional strategies for associated learnings; teaching training kit; evaluation model and assessment tools.

This project is a cooperative effort of the university-school-community. Three central agencies form the active promoting, developing, and implementing force of this Project—Michigan State University (Department of Health, Physical Education and Recreation; Department of Elementary and Special Education; Instructional Media Center/Handicapped Children and Youth); Lansing School District Special Education Beekman Training Center; and State Department of Special Education. Other personnel will be added as target field centers are identified. Additional information about the project can be obtained from Janet A. Wessel, Director, Physical Education Curriculum Study Center, Programmatic Research Project, Department of Health, Physical Education and Recreation, Room 102, WIM Building, Michigan State University, East Lansing, Michigan 48823.

DEVELOPMENTAL TRAINING

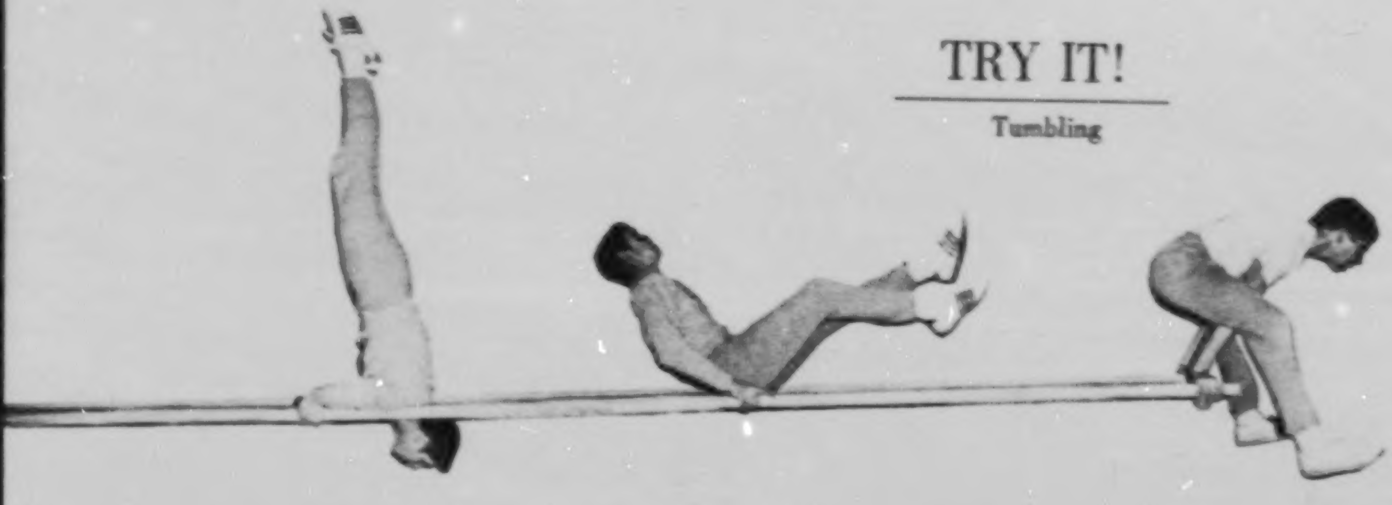
The development of organized training programs for the nonambulatory severely retarded has received only limited attention. The perception of society in general has been that good nursing care was about all that could be done. Reports in recent years have indicated that psychological methods can be effectively used to improve the behavior of retardates in such areas as self-help skills, social behavior, speech, and motor skills.

A Hospital Improvement Project (HIP) has been operative since June 1967, to change Yakima Valley School (Selah, Washington) from an institution with nursing care orientation to one which includes training as a major aspect of its services. Specifically, individual learning programs have been developed for residents in self-help skills, communication skills, social behavior, physical coordination, and perceptual and cognitive skills. Ward personnel have been trained in the utilization or reinforcement principles to effect continuous behavioral growth in residents.

Assessment of each child's developmental progress has been based on detailed behavioral recording, rating scale results, and appropriate testing. Every child's progress in any particular skill has been recorded on a developmental chart which became part of his file. Videotape recordings have been made of systematically selected training situations.

TRY IT!

Tumbling



Parents never suspected that 'their kids' could do things like this. And 'their kids' never suspected that they couldn't!

ERNEST P. HOFF
PHYSICAL EDUCATION TEACHER
LAKE WASHINGTON SPECIAL EDUCATION CENTER
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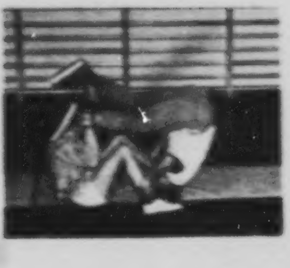
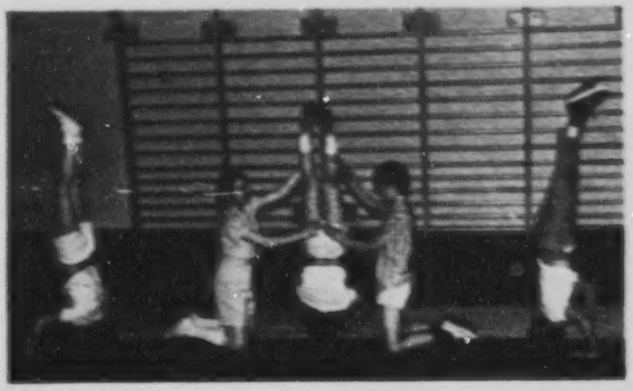
The Lake Washington Special Education Center serves severely retarded children from seven school districts. A planned physical education program was initiated four years ago for these boys and girls. From the very first the approach to these children was the same as for nonretarded boys and girls, and this resulted from observing the youngsters' natural play in the gymnasium.

The sum total of the school's physical education equipment was put out on the floor—a few one inch mats, some balls, a vaulting box, and a portable obstacle course. During the early observation period the physical education instructor mingled with the boys and girls helping them with a basketball shot, a forward roll on the mat, or a game of bounce and catch. However, disturbing thoughts gnawed at the teacher. What kind of physical education program can be given retarded children? How and where do you begin? What type of evaluation system can be used to measure the progress of retarded children? Although this school had operated as a special education center since 1964, there wasn't much of a precedent for the physical education teacher to refer to for guidance in 1967.





During the observation period, the American Association for Health, Physical Education, and Recreation and the Joseph P. Kennedy Jr. Foundation initiated the special fitness program for the mentally retarded complete with measurement scales to use for evaluating status and progress.[1] This seemed to fill the need for evaluation and for part of the program, at least for a trial, and it was a starting point.

Following the observation period a progressive tumbling unit of instruction was initiated. Where it would lead and how far it could go was only a guestimate. "Playing it by ear" and "doin' what comes naturally" appeared to be the best way to provide direction to the program, give answers to some questions, and perhaps lead to solutions of other problems.

No pressure was exerted by the principal to do any particular thing; conditions of employment required the instructor only to give the youngsters physical education type of physical activities. This resulted in teacher relaxation, which made it easy to tune in the *imagination button*, to crank-up, and try anything that might meet the youngsters' needs in line with the basic principles of sound physical education.

Since the Pacific Northwest has considerable inclement weather during the fall and winter months, most physical education periods were spent in the gym, which allowed for a concentrated tumbling progression. After tumbling, basketball was played, then volleyball, and finally track and softball; swimming was included once per week.

By the time school convened after the summer vacation, we had decided that these children should have a physical education program like their peers and contemporaries who attend regular public schools. In the fall, tumbling skills were reviewed at the Special Education Center; new stunts were introduced and added to the repertoire. The public school experience of the instructor was reviewed to provide additional direction for developing and refining this program.

Tumbling and gymnastic skills had been constantly practiced by youngsters—boys and girls alike—in public school programs, but there was one big difference between regular and special schools—public school youngsters always had some goal or big event to provide additional incentive to learn—to improve—and then to demonstrate their physical prowess in front of friends and families. One day the principal was asked when the tumbling team could perform! Unexpectedly, he agreed and asked, "How much time will be required?" Twenty minutes was estimated and that much time was allotted during the school's forthcoming open house.

On the night of the open house, the gymnasium was packed. It was quite small and by the time three rows of chairs lined each side of the gym, barely enough room was left for the tumblers! It was a crowded, yet cozy and comfortable situation. The youngsters performed at their best and the event was an unqualified success.

After it was over and the youngsters and their parents had gone home, two comments from family and teachers seemed to echo and reecho among the congratulatory remarks:

How in the world did you ever get them to stand still long enough to perform? and

I never suspected that these kids were capable of doing things like that!

As a result of this experience, it was easy to feel very much like the fabled bumblebee whose wing span is too small to support his weight in flight. Since the poor bee doesn't know this, he goes ahead and flies anyway! This helped to develop a cardinal principle in teaching physical education to retarded children: TRY IT!

Surprise for all parties concerned may result. A child may not be able to tie his shoelaces or speak so that he can be understood easily, but he may be able to throw a softball 100 feet, long jump five feet, do a cross-riding seat, side-riding seat, and perform reverse and front dismounts on the parallel bars.

One of the biggest assets a physical education teacher working with retarded or handicapped children can have is free-wheeling, wide-open imagination. Willingness and freedom to try anything and the uninhibited imagination will pay dividends and most retardates' families will appreciate profoundly the time and effort you spend in their child's behalf.

Since that first tumbling show, the Special Education Center's physical education equipment list has expanded to include eight two-inch mats, a horizontal bar, a parallel bar, a springboard, a reuther board, and a side-horse. The gymnastics team has performed for teacher and recreator workshops, television, school assemblies, professional groups, and is currently preparing a videotape for college physical education major students, demonstrating *all the things that nonretarded kids do!*

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[1] *Special Fitness Test Manual for the Mentally Retarded.* Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1968. 56 pp. (242-07906).

ADAPTE

D

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PHYSICAL EDUCATION AT THE CHARLES LEA CENTER FOR REHABILITATION AND SPECIAL EDUCATION

Adapted physical education was introduced into the curriculum at Lawrence D. McCarthy School in 1968. At that time facilities consisted of an outside playground and a classroom used as a gymnasium for 120 youngsters. Now the Charles Lea Center includes a gymnasium with equipment and is used by 189 children 3 to 18 years of age typically with cerebral palsy, muscular dystrophy, spina bifida, and severe mental retardation.

Activities are similar to any sequential, progressive, developmental physical education program with a great deal of emphasis upon basic movements and patterns and fundamental skills. Each fall children are given physical fitness tests and records are kept to compare individual progress from year to year. After the tests, activities are introduced that emphasize following directions, incorporate competition, use rhythms, and include basic fundamentals of seasonal games such as soccer, volleyball, and softball.

The youngsters also enjoy individual sports and activities such as swimming, archery, nature study, hiking, and tumbling. Tumbling progressions begin with a simple bent-over four legged walk and move to various animal imitations such as seal walk, crab walk, bunny hop, and frog jump. After simple coordinations of leg and hand movements have been learned, rolls such as the leg roll are introduced. Once in a tuck position, youngsters are taught the egg roll and soon progress to forward rolls, backward rolls, and eventually diving rolls. Double rolls and headstands are more difficult but can be accomplished with practice.

Building pyramids is another tumbling activity children with handicapping conditions relish. They particularly like the type that builds from a three-man base to two children, then one, and finally comes tumbling down on command. Tumbling is more than fun to these boys and girls. Achievement helps to build self-confidence and pride, and the activity improves flexibility, body control, balance, and coordination.

For young severely involved children simple games such as ring toss, bean bag throw, table pool, and shuffleboard are included.

The school receives generous financial and volunteer help from many local civic clubs, schools, churches, and individuals from the community. The program has also served as a training ground for Wofford College students who participated in an interim semester project, Physical Education for the Handicapped Child. This project resulted from a local demand for trained physical education personnel to work with handicapped children and adults.

Following an initial briefing, the college students were put under supervision and guidance of Florence Erickson, physical education director at the McCarthy School. Each student spent the equivalent of one day per week at the school assisting children in games and exercises. Afternoon excursions included swimming at the YMCA and a Monday bowling class at local lanes.

Working with handicapped children requires not only a love of work but patience and a certain amount of inventiveness. For example, one boy confined to a wheelchair was having trouble bowling. A Wofford student solved the problem by putting a pair of crutches on the boy's lap and letting him roll the ball down the crutches. And when he made a strike, it was really something!

In fact, it's all really something!

Keystone

IN
THE
CENTER
OF
THINGS

FALL-WINTER
YOUTH
PROGRAM

WE ARE IDEALLY SITUATED TO CARRY OUT THE OBJECTIVE OF INTEGRATING THE MENTALLY RETARDED INTO THE LIFE OF

Saul's
Sandwich
Shoppe

ARMY RESERVE

A PROGRAM PHILOSOPHY was built in when the first resident entered Keystone Training and Rehabilitation Residence in the heart of Scranton, Pennsylvania, five years ago. Because of the location in downtown Scranton, the program emphasizes integrating the mentally retarded into the community.

Our experiences and experiments at Keystone have indicated that most mildly and moderately mentally retarded benefit from a community-centered program approach. Children in our city center program range in IQ from 40 to 80. The majority of Keystone residents are state supported children and adults placed in our private facility for special training in a residential setting.

The building itself is a tall brick structure, formerly an Elk's Club House. It has the Masonic Temple as a neighbor and two doors away is the public library. Across the street is the YMCA and on the corners are the City Hall, the Chamber of Commerce, and a public health clinic. A stone's throw away are the fire and police departments, a medical arts building, a newspaper building, and the American Legion. Within the block is a high school. Movie theaters, restaurants, large department stores, and general stores, the YWCA, Catholic Youth Center, Jewish Community Center, Boys' Club, a university, hospitals, the post office, churches, and synagogues are within a few blocks. Within easy walking distance are a park, a zoo, and indoor and outdoor swimming pools. A short stroll farther and you find a hamburger stand, bowling centers, and pizza palaces.

Keystone is truly *downtown*. Parades go by the door, and at Christmas, decorations are plenty. Always there are people —real people living with us and we with them. The philosophy is real; the approach is a common sense one, the result is truly living for the mentally retarded. At Keystone, residents live as a part of life in the center of things with little chance of isolation. We are ideally situated and carry out the objective of integrating mentally retarded into the life of a community.

The city residence includes programs from preschool to on-the-job community work training. The Special Education and Vocational Training Program is licensed by the Pennsylvania Department of Public Welfare and Pennsylvania Department of Public Instruction. Staff includes consulting psychologists, a pediatrician, general practitioner, two registered nurses, a director, several teachers, several child care workers, and recreation workers, as well as maintenance, laundry, and kitchen personnel. Staffing is heavy on an after-school, evening, and weekend basis when suitable community social and recreation programs go into high gear. Staff-to-child ratio is one staff member to two residents.

The program is both active and highly family centered. Every attempt is made to dissolve official or artificial barriers between residents and staff. For instance, a deep friendship is promoted when staff eat with the children. Residents learn and benefit from a setting in which they are considered equal to, but directed by, a staff of friends.

Special education classes involve small groups, the largest class involving ten residents and the smallest five. A small occupational workshop program has been initiated with a prevocational training curriculum. There is an intensive physical education program, utilizing two gymnasiums. The dining room is easily converted into a recreation area or dance hall.

Boys are considered for YMCA and/or Boys' Club membership which involves frequent contact in organized activities with non-retarded peers. Less capable residents participate in a Boy Scouts of America Troop which involves Scranton area mentally retarded; others (15) belong to a regular troop. Each meets weekly. Girls join the YWCA for specific activities and most are Girl Scouts of America members.

Naturally, staff accompany children to movies, football games, high school plays, and related recreation activities. However, residents are trained to go unaccompanied to and from the YMCA and certain other areas to participate in numerous activities. An element of trust involves an element of risk, but we have found the risks very well worth it. Eventually, residents are allowed to go to movies, on walks, or for cokes alone or with one or two other residents.

The evening and weekend schedule does not involve constant out-of-residence activity. We realize that there cannot be something of interest available all the time. Thus on inactive nights in the city, an in-residence social and recreation program functions. This program involves all on-duty child care and recreation staff—each with a specific, instructural role with rotating groups involving three 45-minute periods from 6 to 9 p.m. Activities in this program are for small groups—no larger than 10—and all participate. Activities include physical education, basketball, volleyball, arts and crafts, hobbies, TV, evening academics, personal hygiene classes, group counseling, typing class, music, guitar and accordion lessons, religious instruction, and similar endeavors.

The entire program is action-oriented with a ban on idleness. Such a program has proved that behavior problems are few and minor; a feeling of belonging to life is fostered and the community is educated in accepting the less endowed. The retardate becomes less shy in social and recreational contacts, more confident and familiar with life in competitive society. In the community there are real life problems into which our residents stumble—these they must learn to face. Such problems are dealt with during frequent individual counseling sessions and in weekly group sessions.

The mentally retarded individual functioning within the educable range is a prospect for eventual community employment. Many of the problems encountered by such persons occur in the after-school or off-work time. We feel our programs help train the retardate to select acceptable social and recreational pursuits to occupy his leisure time, when and if a community trial is attempted.

The project, only five years old, is a pioneer in urban residential programing for the mentally retarded. Successes are obvious, and we look to the future optimistically. We are confident that our graduates' community adjustment will be less difficult due to their experiences in our city-centered program.

THE COMMUNITY ■ WE ARE IDEALLY SITUATED TO CARRY OUT THE OBJECTIVE OF INTEGR

The Most Important Part of Each Child's School Day

MILTON PETTIT
Remedial Physical Education Specialist
Chula Vista City School District
Chula Vista, California

HIGH quality physical education programs need to be emphasized at the elementary school level to develop and reinforce strong personal physical and social traits. All children are entitled to participate in physical education programs adapted and modified to their individual needs regardless of impairments, disabilities, or handicaps. Many persons feel that good physical education programs are even more important for impaired, disabled, and handicapped than for so-called normal children. Children without handicapping conditions are more likely to experiment, spread their wings, and explore their environment than physically or mentally handicapped children who may not know how to explore and may have to be taught to play.

The Chula Vista (California) City School District has developed a comprehensive special physical education program to serve orthopedically handicapped, trainable mentally retarded, multiple handicapped, hard of hearing, and visually handicapped youngsters 3 to 16 years of age. Regardless of condition, abilities, or ages of youngsters, general objectives for participants of this program include—

- Develop the concept of how to play with one another and in groups.
- Develop and improve fundamental motor skills.
- Have fun.
- Be successful, and, in turn, increase self-confidence.
- Increase body awareness.
- Develop a sense of sportsmanship and fair play.
- Improve overall coordination of both gross and fine motor skills.
- Participate in games and activities adapted to individual needs.
- Increase levels of physical fitness.

An admissions committee, required for California state funding, includes a physician, special services administrator, special physical education instructor, and each child's classroom teacher. This committee reviews results from the physical examination required before a child is eligible for placement in the program and recommends appropriate activities. Examining physicians suggest activities through a *Special Physical Education* form which must also be signed by the child's parents. After a child is certified to the state and has once legally qualified for state reimbursement, no further certification is necessary unless an operation, accident, or other occurrence changes his ability to participate in physical activities.

Most Important Part of the Day

Before the school year begins the remedial physical education specialist meets with all classroom teachers who have groups involved in the special physical education program. Schedules are developed and blocks of time established so the program is conducted on a regular basis throughout the year. On an average, each class has two one-half hour special instructional sessions per week. Completed schedules are reproduced and distributed to each teacher who is encouraged and urged to conduct daily physical education activities for his children to supplement, complement, and continue activities and efforts of the specialist.

Each classroom teacher is given a list of appropriate activities for the days his class is not involved in special physical education. Lists include a variety of activities in terms of general physical or social areas for which each is designed. For example—

- Hit suspended ball with palm of hand to help visual tracking and hand-eye coordination.
- Walk through a series of cardboard boxes to promote balance, body awareness, and confidence.
- Pull bike inner tube with partner to develop dynamic balance, arm and upper shoulder girdle strength, and give-and-take.

Individual conferences are held with teachers who have youngsters with specific problems or who have special interests such as integrating or correlating physical and motor activities with the regular classroom curriculum. Conferences provide opportunities to discuss progress of specific children and to detail additional activities for particular youngsters. Teachers have indicated that this on-going in-service approach is personally beneficial to them and a constructive example of teamwork and interdisciplinary cooperation.

Regardless of how physically, mentally or emotionally involved a youngster, he can participate in appropriate physical education activities that promote physical, social, and/or mental growth and development. Ability to adjust, modify, and adapt activities according to abilities and limitations of each individual child is a most important attribute for any teacher working with impaired, disabled, and handicapped.

Activities vary widely from individual to individual and group to group—

MULTIPLY HANDICAPPED children from the Developmental Center participate in activities to develop basic movement skills. A great deal of individual help is given each child. Rolling and pushing balls, balancing, rhythms, tumbling, trampoline, crawling, and parachute play are representative of activities that have been successful with these children. Great emphasis is placed on trying to get children to play with and relate to one another.

Successful with multiply handicapped include—

- Have children sit down and hold hands; stand and hold hands; walk and continue to hold hands; add variations and let children devise their own activities—although simple activities, enjoyment is shown by youngsters' laughter.
- Simple exercises in which volunteers or assistants demonstrate and/or move children through various patterns and routines.
- Place children in a circle and roll a plastic ball to them as a first step in a throwing/catching sequence; after rolling, toss or throw ball with two hands from different positions (sitting, stooping, standing) and with underhand and overhand motions.
- Have children lie on their stomachs in a circle and hit a beach or plastic ball back and forth.
- Use a large *punch* type heavy duty balloon in various activities and from different positions.

OLDER ORTHOPEDICALLY HANDICAPPED children engage in activities such as modified softball, volleyball, archery, basketball, tumbling, trampoline, parachute play, and other individual and group games. Every effort is made to keep activities as nearly normal as possible.

Other activities and approaches for orthopedically handicapped include—

- Use bean bags, balloons, or balls for Follow the Leader for youngsters to react quickly to visual stimuli; encourage cerebral palsied children to do what they can, each at his own speed and in his own way; let all children have opportunities to serve as leaders.
- Play catch with bean bags and bleach bottles with bottoms cut out as catcher; have teacher catch, if neces-

sary, with youngster taking bean bag and throwing it back to the teacher; pair youngsters and let them work together, gradually moving farther apart as skill and confidence improve.

- Use plastic bat and ball; where necessary allow children to be pushed in wheelchairs and hit from a batting *T* to modify softball and related lead-up activities.

Trainable Mentally Retarded children participate in a variety of activities according to their developmental, functional, and mental ages. Formal calisthenics and structured exercises have been popular and enjoyed by these youngsters. Whenever possible exercises are made into games and other types of fun activities. Rolling, tumbling, trampoline, low organized games, obstacle courses, inner tube rolling, throwing, jumping, hopping, and running activities are all incorporated into programs for TMR.

Additional activities for TMR include—

- Increase balance ability with balance beams, balance boards, jumping and hopping in and out of boxes, and alternately lifting one foot and then the other from the ground.
- Make exercises into games incorporating animal walks, appropriate moving objects such as flying birds, trees swaying, seeds growing, airplanes flying, rockets blasting off, horses prancing.
- Include relays of rolling tires or inflated inner tubes or pushing medicine balls; use bicycle tires individually or with partners for mirror progressions; tug, pull, jump into and out of, run inside tires of all sizes and descriptions.
- Introduce games such as Duck-Duck-Goose, Steal the Bacon, Drop the Bean Bag, Swat Tag along with other low organized games, specific lead-up activities, and individual and team sports.

Visually Handicapped youngsters take part in activities according to their functional vision and how well each can see in his environment. Many legally blind participate in most gross motor activities with physical and visual accuracy. Activities such as follow-the-leader (mirroring), tumbling, movement exploration, balance beams and boards, trampoline, obstacle courses, parachute play, running relays, and kickball are all part of physical education for visually handicapped.

Typical activities and approaches for visually handicapped include—

- Use large yellow plastic balls or ones that make sounds for ball games and for teaching throwing and catching.
- Place youngsters with greatest visual impairment close to teacher to ensure that all can *see* what is expected; guide them through movements or patterns so they get *feel* of exercise, skill, or activity.

Hard of Hearing children need and receive work on posture, balance, and body awareness. Balance beams and boards and jump boards are used to improve kinesthetic awareness and balance. Activities such as relay races, softball, volleyball, tumbling, trampoline, archery, parachute play, exercises, and calisthenics are adapted according to age and ability level of each child.

Sample activities and methods for hard of hearing include—

- Use mirror games where one person does an activity and the class follows; do these with exercises, balls, bean bags, wands, or bicycle tires to develop the all important eye contact needed so desperately by hard of hearing.
- Provide opportunities for vigorous physical fitness activities through exercises, calisthenics, running, resistance (weight) programs, and relays.
- Promote balance and kinesthetic awareness through exploratory activities, circuit training, and obstacle/confidence courses.

Classroom teachers have appreciated contributions of the remedial physical education program. Small and large steps in terms of physical, emotional, and social improvement have been noted; feelings of personal success, achievement, and progress have been expressed by all participants regardless of the type or degree of their particular conditions. Classroom teachers say they believe the special physical education program is one of the most important parts of each childs' school day.

THE RANCH

Richard Schild
Department of Physical Education
University of Wisconsin, Milwaukee

Recreation, an important part of the total program at the Ranch, is provided for all the physically handicapped and mentally retarded participants. Wrestling has been the most popular form of activity; it is common to see ten to fifteen matches in progress at the same time. Kickball often turns into mass confusion, but a good time is had by all. Recreation and rehabilitation have been important working partners at the Ranch.

All boys at the Ranch need a physical development program. About half have serious coordination problems; a few are well coordinated. None, however, have had sufficient opportunities to participate in the physical activities—sports, rough and tumble games, stunts, and self-testing actions—that are so typical of growing boys. Some of the boys have been overprotected and not allowed to participate in physical activities at home; some experienced peer rejection in their neighborhoods where other boys learned basic physical skills and developed fundamental motor abilities.

Until recently, developing motor skills and strengthening physical capabilities had been missing from the Ranch's program. Therefore, a two pronged program to develop physical fitness, motor abilities, and sports skills has been initiated.

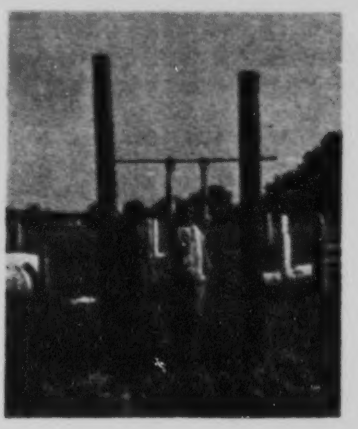
Activities revolve around a small animal zoo, gardening, wood working, conservation, general farm labor, and construction with concrete, metal, and wood.

Programming is geared for all physically handicapped and mentally retarded young adults.

The aim of the staff at the Ranch is to search for each person's potential—accentuate the positive—and then to train, develop, and direct it into work habits. Placement of each individual in industry is the ultimate goal of the program.

The Ranch operates year around, with boys getting time off for legal holidays. The school year runs concurrently with the schedule of the Milwaukee School System.

The Ranch is located on Highway 74, Menomonee Falls, Wisconsin 53051 (Write Victor Hellman, Founder and Executive Director, P.O. Box 502).



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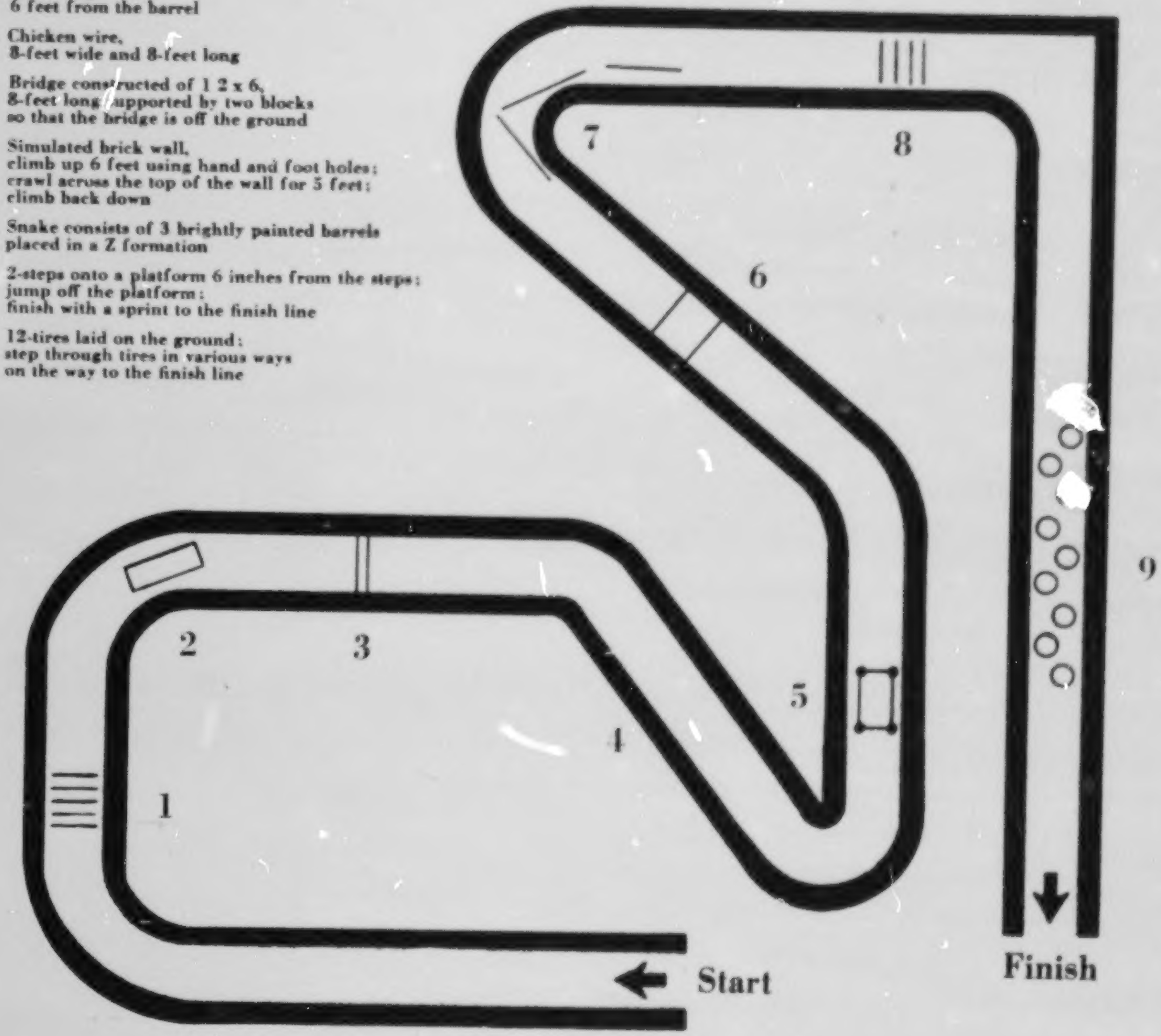
4

THE AGILITY COURSE

1. 5 logs laid on the ground:
   space 3-feet apart
2. Brightly colored barrel,
   8 feet from last log
3. 4-foot high wall,
   6 feet from the barrel
4. Chicken wire,
   8-feet wide and 8-feet long
5. Bridge constructed of 1 2 x 6,
   8-feet long supported by two blocks
   so that the bridge is off the ground
6. Simulated brick wall,
   climb up 6 feet using hand and foot holes;
   crawl across the top of the wall for 5 feet;
   climb back down
7. Snake consists of 3 brightly painted barrels
   placed in a Z formation
8. 2-steps onto a platform 6 inches from the steps;
   jump off the platform;
   finish with a sprint to the finish line
9. 12-tires laid on the ground:
   step through tires in various ways
   on the way to the finish line



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6

9 . . . AND HEADING HOME

AGILITY course and sports program are carried on in an area cleared for wrestling and touch football and in an asphalt area which includes basketball, volleyball, and shuffleboard courts.

The 45 boys in the Ranch program all practice on the agility course one-half hour daily and participate for another half-hour in the sports-recreation program. Half the boys participate in one part of the recreation program and half in the other part. Criterion for participating on the agility course is enrollment at the Ranch; criteria for the sports program are based upon average motor skills and physical performance. Baskeball, volleyball, and shuffleboard are available to those who are moderately well coordinated and without serious visual problems; as boys improve in coordination, they are encouraged to participate in these sports. Wrestling and touch football are open to all who wish to participate.

There are differences in intensity of participation by individual boys who change from one program level to another as they improve in ability, fitness, and performance; some are permitted to add another phase of the program to their activities at this point. Changes are determined by the program instructor, a trained physical educator with experience in special programs of this type. Monthly staff meetings are used to evaluate participants, activities, methods, and procedures, and to determine program changes and additional criteria.

Basic objectives of the physical development program are to:

- Improve gross and fine motor skills and abilities
- Improve coordination, agility, stamina, endurance, power, flexibility, balance, and other components of physical fitness and motor performance
- Provide incentive through competition and self-motivation as part of total incentive training program
- Increase self-confidence through success and mastery of new skills.

Changes of behavior which are sought through the physical development program include:

- Transfer of physical skills and motor abilities to work training
- Improvement of behavior problems rooted in physical causes
- Development of the concept of team effort in play and work.

Evaluation of the effects of the physical development program upon individual boys is based upon improvement in speed and accuracy in performances on the agility course and in activities in the sports program. Evaluation is based both on comparisons with others and self-improvement; it is derived from observation, timing over the agility courses, and the results of objective measures of physical fitness and motor performance. Changes are evaluated monthly and compared with behavior changes in authority and peer relations, work attitudes, and habits. Individual perceptual, physical fitness, and motor problems are approached on a one-to-one basis. New boys in the program are evaluated in terms of their strengths and weaknesses and programed according to their individual needs. Results of intergroup competition are announced in the bi-monthly newsletter of the Ranch. Significance of evaluations, improvement, and the principles of physical development are discussed with the boys and are important aspects of the total program. Supporting agencies receive observation and test results from the physical development program along with reports of changes in behavior, atitudes, and skills of individual boys.

BOYS are divided into teams of four to work on the agility course, grouped according to ability so that there is both competition among those of equal ability and competition for change in rank as skills improve. No matter how handicapped, every boy gains success from this program; all are given incentive to improve. Although certain gross or fine muscle and motor activities are conducted indoors during periods of deep snow and severe weather, most of the program is scheduled out-of-doors.

Counseling parents about the implications of physical development and training is essential to the success of the program. Too many of the boys have been overprotected at home, especially relative to physical activities. Field days help demonstrate to parents the changes that can result from increased competence.

Since the physical competency program has been set up as a separate program, in-service training has included ways to measure change in work attitudes, self-image, and peer and authority relationships that accompany physical changes. Changes are discussed and evaluated through regular staff meetings. The combination of tailoring physical change to an individual boy's physical needs and development of team and competitive concepts is now possible at the Ranch.

Recreation

MILWAUKEE'S PROGRAM OF INDIVIDUALIZED RECREATION TELLS EVERY HANDICAPPED CHILD:

We Know you're there!

Expanding urban projects and services, extending outdoor environmental interpretive programs, enlarging the scope of travel recreation centers, and increasing roving leader programs are four challenges facing large city recreation specialists today. While these programs are important, none matters more than those designed to improve the quality of life for the handicapped.

To help make life more pleasant and less difficult for handicapped children and adults, the Milwaukee Public School Board's Municipal Recreation and Adult Education Division has developed a wide range of carefully planned, comprehensive adaptive activities to serve preschool and elementary children, teenagers, and young adults who are multiple and physically handicapped, trainable and educable retarded, and emotionally disturbed. There are also supervised recreation programs for deaf and hard-of-hearing children and youth, blind adults, and aurally handicapped Golden Agers.

George T. Wilson, assistant superintendent of the Milwaukee Public Schools in charge of the Recreation Division, initiated the program for handicapped children ten years ago with the opening of one center, a pilot project with trial programs modified for 30 children with various disabilities. Just four years later, the number of participants had increased by 70 youngsters. At that time, many recreation specialists hailed the program as outstanding – a model to be emulated by cities throughout the country. In retrospect, that was only the beginning – if it was worthy of imitation then, it is even more so now!

Observing its 10th anniversary, the Program for Handicapped Children has

PHYLLIS M. OVANS, Research Specialist and Public Relations Writer
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Milwaukee's Response to the Challenge of the Handicapped –
INDIVIDUALIZED RECREATION IN GROUP SITUATIONS

grown from one center to sixteen; from 30 children in the original program to between 1,100 and 1,400 depending on program classification and whether playgrounds or special activities are counted.

The success of this operation is attributed to Dr. Wilson, who with Gene Campbell originated and administered the recreation program for children with handicaps. Dr. Wilson, a national authority on recreation for the handicapped, is considered by associates to be an idea man ahead of his time. He divides adaptive recreation programs for handicapped children into three operational areas: (1) *integrated program* of mixing handicapped children into so-called normal groups; (2) *sheltered program* for the handicapped, and, (3) *preschool developmental activities* for children with handicaps and learning disabilities.

INTEGRATED PROGRAM

While programs are designed for group recreation/education, the emphasis is on the individual. Dr. Wilson believes that handicapped children benefit most when placed in recreation programs with normal ability persons of their own age. Group association stimulates constructive interests and is valuable for socialization. In a sense, the so-called normal group is both the instrument for learning and the direction or the goal. Toward this end, a conscious effort is expended by the Recreation Division staff, whenever possible, to place mentally and physically disabled children with others their own age who are of constant emotion and average intellect.

SHELTERED PROGRAM

Since some children are unable to understand and master patterns of behavior associated with a normal group, it is often necessary to adapt activities, equipment, and materials in sheltered environments until they can function in an integrated program. Individual progress dictates when a child is ready to cross over the bridge and move up. Some children remain in a sheltered climate for a short time; others longer. Unfortunately, some must learn to accept permanent limitations and long term special placement.

Whether integrated or sheltered, the adaptive recreation program is designed to fulfill individual and group requirements of public, parochial, and private school children, and even those unable to attend any school. The degree of handicap is unimportant. What is important is that no handicapped child be deprived of the opportunity for recreation and self-improvement. Of children who are withdrawn, undiscovered, in the home, Dr. Wilson says: "We know they're there. And we'll find them."

Find them they do as attendance figures show. Nearly 6,000 participations in special programs are on record for 1968-69; spring, summer and fall playground attendance was 5,360 for the same period. Once parents are aware, it's with their understanding and agreement, a child is enrolled in a program designed to help him attain higher levels of achievement. Bonded carriers, Handicabs, or American Red Cross volunteers, transport nonambulatory and ambulatory children respectively to the centers if parents are unable to do so.

Activities are selected with objectives to improve a child's competencies in mobility, manual dexterity, language (reading, writing, numbers, verbalizing, and listening), social interaction, and self-image.

ARTS AND CRAFTS. Self-made objects enable children to exercise their imaginations, teach them patience in doing and appreciation of creativity.

MUSIC AND DRAMA. Actual participation in story-telling, play acting, and dancing encourages self-confidence and involvement along with good social attitudes.

CLUBS. Group activity is a strong force in building proper relationships with others and creates an awareness of group responsibility.

SOCIAL ACTIVITY. This suggests conformity – youngsters can forget their handicapping condition for a while.

GYM AND SWIM PROGRAMS. Adapted athletic activities improve muscle coordination and increase physical dexterity.

FIELD TRIPS. Each child has at least one interest that can be aroused through the wonders of natural phenomena.

SPECIAL EVENTS. Holidays and special occasions are of great value in surfacing warm feelings that are often buried by the weight of a handicapping condition.

PRESCHOOL DEVELOPMENTAL ACTIVITIES

Regular program evaluation and adjustment are essential to keep up with the changing times and requirements – programs for the handicapped are no different. Milwaukee's Preschool Developmental Activity services grew out of a need to provide a meaningful program of recreation/education for very young handicapped – physical, multiple, mentally retarded, emotionally disturbed, even slow learning children.

Instrumental in planning, directing, and implementing the Preschool Developmental Activity Project for Handicapped Children were Sister Margaret Mary Martin, Alverno College, co-author of *Perceptual-Motor Efficiency in Children: The Measurement and Improvement of Movement Attributes* (Philadelphia: Lea & Febiger, 1969), and Jan Hazamontree, a therapeutic recreation specialist.

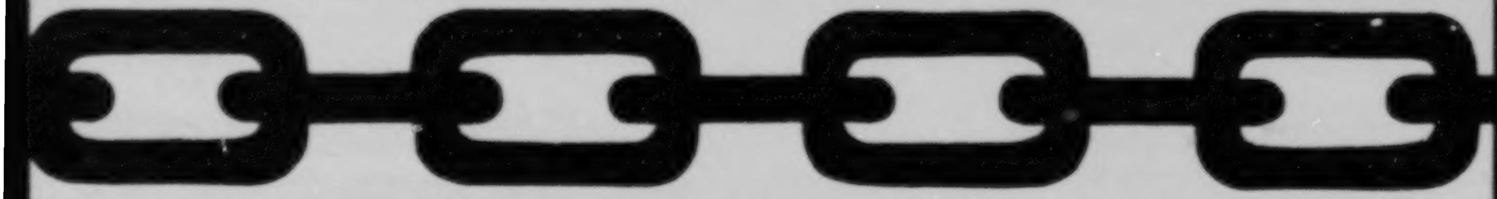
The purpose of this project was to assess the possibility of improving a child's competencies at a very early age. Results, using standardized and developmental tests, showed that preschool and primary level handicapped children benefit from a program of instruction in developmental activities *when they're taught in small groups of six or less*, and *when body movement is used as a learning modality.*

Growing out of this experiment has been a year-round, four sessions per week developmental activity program for handicapped children 2½ years of age through kindergarten. A highly professional staff and special equipment are utilized in a series of sequential developmental activities planned to provide each child with increased opportunities for stimulation of the perceptive-motor process. Parents attend some sessions and meetings to become oriented to program objectives and to exchange information. The program is planned and implemented in cooperation with the Exceptional Education Department of the Milwaukee Public Schools and is primarily funded with ESEA Title I funds. Facilities for the preschool program are provided through cooperation of the Easter Seal Society.

To achieve optimum use of available community resources, the Recreation Division staff works cooperatively with many other agencies and organizations. As a typical example, by special arrangement with the Optimist and Opti-Mrs. service clubs, the Recreation Division was able to treat a group of handicapped children, mostly in wheel chairs, to a 1971 July Fourth celebration. The big attraction was the nationally televised famous Schlitz Circus Parade which the wheelchair spectators watched from a curbside stage.

Other happy occasions that result through cooperative efforts include boat excursions, songfests, jamborees, field trips, golf outings, water carnivals, and farm trips for preschool children. As guests of the Recreation Division and Optimist Club, several hundred deaf and mentally retarded children attend the Tripoli Circus in February of each year.

The morale and conduct of handicapped persons are often dependent upon recreation programs that are available in the community. The challenge to municipal recreation specialists, then, is to provide more recreational opportunities for people with handicaps through individualized recreation in group situations. One way or another, though enrichment values vary with each person, group, age level, and type and degree of handicap, the Milwaukee Recreation Division is ready to shift gears to whatever speed or direction is necessary to move handicapped people from the edge of boredom into the rays of recreative sunlight.



Together,

eight Chicago suburban districts have been able to accomplish what none could do alone.

Several community park districts in the Chicago area have joined together to provide organized recreation programs for the handicapped. None of the districts taking part in the program have enough handicapped children at any age level to warrant developing comprehensive year-round recreation programs for the physically and mentally handicapped. By consolidating finances and facilities, however, these suburban communities can provide the well-balanced recreation program that is so needed by handicapped children. The individual recreation districts in suburban Chicago have formed an association of districts to overcome their problems.

Prior to actual formation of the northern suburban Special Recreation Association (NSSRA), survey questionnaires with regard to the need for recreation programs were sent to parents of children enrolled in special classes. Of the total parents, 68% responded to the questionnaire. Of this group, 85% indicated the need for recreation programs for the handicapped; the remaining 15% said that there was no need, although many of them noted that their child remained at home or nothing was available through community recreation departments.

A survey was also conducted of community recreation departments, private day camps, and residential camps to determine whether these agencies provided recreation programs for the handicapped. At the time of the survey, little was offered.

Numerous meetings were conducted to interpret the organization and its administration to persons interested in such an approach; park and recreation personnel participated in many of these meetings. Enabling legislation was needed to permit park districts and/or recreation departments to join together to provide recreation programs for handicapped children. Therefore legislation was drafted and introduced into the Illinois State Legislature amending both the Park District Code and the Municipality Code so that districts could form an association of this type.

After the bills passed the Legislature and the Governor affixed his signature to them in 1969, the task of developing governing rules and regulations for the association began. Three revisions of Articles of Agreement were necessary before final approval was obtained from participating districts—Deerfield Park District, Glencoe Park District, Glenview Park District, Highland Park Recreation Board, Highwood Recreation Center, Lake Forest Recreation Board, Wilmette Recreation Board, and Winnetka Park District. Other districts may be admitted to membership when and if conditions specified by a majority of the Board of Directors of the Northern Suburban Special Recreation Association are fulfilled. The Articles of Agreement cover purpose, organization and function, administration, finances, duties and responsibilities of the Director, and amendments. Each district has officially pledged to support the program with a tax base of .003 percent of its assessed valuation.

Each participating district is to be responsible for specific program activities which may include swimming, skating, crafts, or day camping. This affords program participants the opportunity to remain as close to home as possible. Thus far NSSRA has sponsored and operated day camp programs for handicapped children and introduced after-school activities and programs for all ages of handicapped children and young adults. Plans are being made to incorporate a recreation program for the very young handicapped child. Fall activities included bowling, photography, folk and square dancing, yoga, woodworking, roller skating, pet care and animal fun, physical fitness programs for boys and girls, arts and crafts, teen socials, and horseback riding. Swimming, creative drama, and ballet are planned for spring.

When necessity and demand dictate, participants are grouped on the basis of specific disabilities. Otherwise, activities are open to all children with handicapping conditions. The only limitations are based upon parental judgment and specific age groupings.

In essence, NSSRA represents a socially responsible and administratively sound effort to provide recreation services to a group of children who have great need for organized activities but few opportunities under typical circumstances. While no one recreation department could afford to finance or implement a recreation program of the type needed, acting as a cooperative opens up a wide potential. It has taken three years for NSSRA to become a reality because of barriers that had to be overcome; but, we hope to move toward the implementation of much needed comprehensive, year-round recreation programs for individuals of all ages and with all kinds and degrees of disabilities.

For further information about the Northern Suburban Special Recreation Association, write to Stephen Keay, Executive Director, 760 Red Oak Lane, Highland Park, Illinois 60035.

STATE FUNDS FOR THE MENTALLY RETARDED

Recreational Programs for Physically Handicapped and Mentally Retarded Persons

The Massachusetts Department of Education is authorized to cooperate with cities and towns which establish recreation programs for physically handicapped and mentally retarded persons. Such programs are under the direction and approval of the Division of Special Education. The Department of Education reimburses cities and towns by paying them one half the cost of the programs including transportation of participants to and from program sites. The Department also reimburses a city or town in which handicapped persons are residents by paying them one half the cost of the transportation of participants attending recreation programs at certain residential facilities. During 1970-71, the Department reimbursed over $287,000 to communities participating in this program and the figure rose to almost $400,000 in 1971-72.

Basic regulations for this program include:

- The local administrative group initiating a recreational program for handicapped persons shall assume total responsibility for the program. Regional programs are recommended for communities that are unable to conduct separate programs.
- Each proposed plan shall be submitted in detail to the Department of Education for annual approval not later than 60 days prior to the inception of the program.
- Recreational programs shall be for those handicapped persons who *cannot* or *should not* participate in regular recreational programs.
- Recreational programs shall meet all standards of public health and public safety.
- Adequate equipment shall be made available to all enrolled in these programs.
- Persons actually conducting these programs shall be approved by the Department of Education and shall possess the following qualifications:

  Programs for Mentally Retarded Persons:
  1. A certified special class teacher under the provisions of General Laws of Massachusetts or
  2. A person approved by the Division of Special Education.

  Programs for Physically Handicapped Persons:
  1. Any certified teacher or
  2. A person approved by the Division of Special Education.
- Each program shall consist of not less than 15 mentally and/or physically handicapped persons, except in those cases approved by the Department of Education.
- A complete daily attendance record shall be kept for each individual person on forms supplied by the Division of Special Education.
- Progress of each person enrolled in the program shall be carefully recorded and a complete report submitted to the Division of Special Education at the end of each program.
- Complete data on all persons must be included on admission forms and made available for inspection by state supervisors of the Department of Education.
- Summer recreation programs shall be conducted for not less than five hours per day, five days per week, for at least six weeks, except in those cases approved by the Department of Education.
- Written daily programs shall be planned with extreme care and adhered to strictly. Such written daily programs shall be available for inspection by supervisors of the State Department of Education.
- Programs for the physically handicapped and the mentally retarded shall be conducted separately, except in those cases approved by the Department of Education
- Emergency medical services shall be available.
- Reimbursement may be granted to those towns whose recreational programs under General Laws of Massachusetts have been approved by the State Department of Education and may include one-half the cost of:
  1. Salaries of counselors actually conducting the program.
  2. Material and supplies consumable in use.
  3. Transportation of persons enrolled in program, once each day to and from program site.

Guidelines which assist local or regional authorities in preparing program details to submit to the Department of Education can also be used to evaluate existing programs or to initiate new programs. These guidelines include:

- Site or location
- Equipment
  1. Standard
  2. Special
- Supplies essential to a rich, broad, complete recreation program
  1. Sports
  2. Arts and crafts
  3. Quiet-time activity material
  4. Music
     a. rhythm orchestra
     b. record player
  5. Audiovisual aids
  6. Tools
  7. Health and hygiene – first aid kit
- Schedule of activities
  1. Entire program
  2. Daily program
- Required personnel
- Qualifications of personnel
- Anticipated enrollment

More detailed information and materials about this program can be obtained from Richard J. Pedro, Division of Special Education, Massachusetts Department of Education, 182 Tremont Street, Boston, Massachusetts 02111.

NARC Resolution

The following resolution regarding recreational services for mentally retarded and other developmentally disabled persons was adopted in October by voting delegates at the 1972 National Association for Retarded Children (NARC) annual convention in Montreal, Canada:

. . . BE IT RESOLVED, that all future federally funded recreational projects must fully take into consideration and provide for the special recreational needs of mentally retarded and other developmentally disabled persons, and

that hereafter, no municipality, organization or agency be eligible for continuing federal support unless their new recreational facilities conform to the AIA recommended standards for barrier free architecture, and

that hereafter, where possible, existing facilities and structures should be modified to conform to AIA recommended standards for barrier free architecture, and

that these municipalities, organizations, or agencies currently operating tax supported recreational programs not only provide appropriate facilities and programs but also, with parental support, actively seek the participation of mentally retarded persons and other developmentally disabled persons in their programs, and

that recreational equipment manufacturers, recreational planners, and other professionals with potential impact on the field of recreational programming be stimulated to design recreational facilities and equipment which will accommodate varying degrees of retardation, and

that NARC actively seek the cooperation of other national organizations such as the National Recreation and Parks Association, the American Association for Health, Physical Education and Recreation, United Cerebral Palsy Associations, National Health Council, and others in its efforts to catalyze and improve recreational opportunities for mentally retarded and other developmentally disabled persons, and

that state and local ARC Units be encouraged to closely monitor the delivery of recreational services in their locales in order to ensure that the needs of mentally retarded persons are provided for equitably.

Information about the complete resolution and procedures for implementation can be obtained from the National Association for Retarded Children, P.O. Box 6109, 2709 Avenue "E" East, Arlington, Texas 76011, and/or State Associations for Retarded Children.

The Walden Resource, 6123 Montrose Road, Rockville, Maryland 20852 is a group with an active social club for employed and employable mentally handicapped adults. Members suggest kinds of activities they would like, discuss them, vote on them, and generally construct their own calendar. They discuss past events and how they can be improved. Paradoxically, one indication of success is often participation in fewer Walden activities when individuals find that they can create their own social life. The social club is not restricted to developing just one skill. It helps members learn the decision-making process and to value their own decisions. It also gives them an opportunity to undertake responsibility and discover what responsibility means. The need for self-discipline and self-restraint when working together is illustrated at every meeting. Most important, members know that this is their club and what it does is up to them.

A colorful nine hole miniature golf course was built by Jaycees of Laurel, Mississippi for residents of the Ellisville State School. In addition to this course which represents 500 hours of Jaycee work, frustration, and success over a two year period, the Jaycees spearheaded the very successful state-wide Adopt-A-Friend project. Since the program was initiated last year some 400 Ellisville residents have been adopted.

The Parks and Recreation Division, Department of Natural Resources, 270 Washington Street, S.W., Atlanta, Georgia 30334 has received a grant from Developmental Disabilities Services to add a therapeutic recreation consultant to its staff. This consultant will provide advisory services to public and private agencies and to other state agencies planning and developing therapeutic recreation and park programs and facilities. Additional information can be obtained directly from the Georgia Parks and Recreation Division.

Scouting

A SCOUT IS
TRUSTWORTHY
LOYAL
HELPFUL
FRIENDLY
COURTEOUS
KIND
OBEDIENT
CHEERFUL
THRIFTY
BRAVE
CLEAN
REVERENT
KEVIN

Many years ago our mentally retarded son needed love, patience, and much help. We gave him all the love we had to give, all the patience that parents are capable of giving, and all the help that we were able to give in our own non-talented way . . . but all of this was not enough. We needed something more, and we did not know what that something was, or where it could be found.

One night in early fall we attended a PTA meeting. The guest speaker was a Boy Scout executive. During his speech he mentioned a quotation which kept repeating itself in our minds. "If you have a boy, and if you love him, then give him a chance with scouting." We spoke to the Scout executive after the meeting and told him about our boy who'd never "really" be 12 and whom we loved so much.

Several weeks later our boy became a Scout. He was proud of his uniform and often sat looking at it when not wearing it. The rules of scouting became his rules as did the Scout oath and slogan. He delighted in saying the motto "Be prepared" all by himself. And as we now think back over the many years since our boy became a Scout, the Scout law and its meaning to him is even more clear to us.

A SCOUT IS TRUSTWORTHY

Kevin believed that anything he wanted to have could be his, just by taking it. Among the words in his limited vocabulary, "It's mine" were the ones most often used. On one occasion, prior to his becoming a Scout, Kevin wanted a small toy bus at a local department store. We could not afford the bus, nor could we convince Kevin that he could not have it. The unhappy scene which followed was enough to make us realize that something had to be done. Scouting was our answer. We'll not go so far as to say that the very

GINNY FOSTER
Mother of Kevin and
Special Education Teacher in the State of Maine

A SCOUT IS
KEVIN

This material is made available
through Education Relationships
Services, National Council,
Boy Scouts of America,
New Brunswick, New Jersey
LUCIEN RICE,
Director, Scouting for the Handicapped

first time we took Kevin to a store after he'd become a Scout he didn't attempt to take anything while claiming, "It's mine!" But in his own inimitable way he finally began to realize that wanting a thing did not make it his. We often talked with him about a Scout being honorable and trustworthy, and especially about how we could trust him not to lie, or cheat, now that he had the Scouts behind him, lending a helping hand.

A SCOUT IS LOYAL

Loyalty was a hard law for us to help Kevin with. It was not a gift or a toy which he could hold, fondle, or feel. It was not anything that could be compared with something he knew and understood, and in his small world he simply could not understand. However, one day, during the spring of his first year in scouting, a dog ran off with our American flag. Kevin ran as fast as he possibly could, and returned to our yard some minutes later with a tattered, bedraggled flag. As we looked into his tear-stained face, the thought occurred to us that perhaps this was his expression of loyalty to his country. We like to believe that it was.

A SCOUT IS HELPFUL

In scouting, being helpful means being prepared at any time to save a life, to help injured persons, and to share duties within the home. In Kevin's personal world, to be helpful meant to be willing to do all the little personal things which had been done for him previously, especially putting on his own clothes and tying his shoelaces. These two tasks were very hard for him. It was difficult for us to sit by watching him struggle and not offer any help. Eventually, however, the task became easier and he was able to manage with fewer temper tantrums. Kevin was being helpful.

A SCOUT IS FRIENDLY

We did not have to stress friendliness because Kevin was always as friendly as possible. He loved people, animals, and life, and he loved them all in great abundance. His love for people was shown in his attempts to do things for anyone who showed any friendliness toward him. He walked with the milkman who said, "Hello, sonny;" followed the mailman because he patted him on the head; and gave his toys away to anyone who'd play with him. He showed great gentleness toward the family pets. However, if the cat scratched him, he became violent and unless we intervened he would hurt or perhaps injure the pet. Kevin loved his pets, he just didn't understand.

A SCOUT IS COURTEOUS

Being polite to anyone, especially to women, was especially hard for Kevin. Being polite meant doing things when he didn't want to. Being polite meant saying what he should and not saying what he wanted to say in the way he wanted to say it. Being polite meant taking orders, and remembering that please and thank you should be used often. These things were repulsive to our bewildered son. Why should he be courteous to a lady who'd just screamed, "Get out of my garden you nasty little moron?" How could he be polite to a little lady who called him pig because he was helplessly drooling? It took a great deal of patience on our part to show Kevin that although he was classified among the weak and helpless, he still had to be polite to all.

A SCOUT IS KIND

Kevin's dog was his favorite possession, and being kind to his dog was his obsession. It seemed that Kevin would never learn many things, but the knowledge of his dog he did not have to work at. He simply knew that the dog was his to take care of, and care for it he did. He fed it and gave it water at the same time each day and knew exactly when the dog must go out. Often we'd find the two cuddled up together sleeping soundly on a rug, on the porch, on the kitchen floor. Regardless of the location, they were together. Kevin was kind.

A SCOUT IS OBEDIENT

Obeying authority was not among our boy's greatest attributes. He shunned any command, any voice of authority, and especially the command of his patrol leader. He simply refused to obey that patrol leader. This presented a big problem within the Scout Troop because the other boys knew the score and proceeded accordingly. It was also difficult at home to make Kevin understand that when we asked him to do something, it had to be done often for his own good as well as for any other who might be involved. After many months of patient teaching we finally arrived at the happy period of our lives. Kevin knew the meaning of obedience. Strangely enough, it was the patrol leader who got through to him, although we never found out how! We were delighted with this victory and throughout the rest of his scouting life he never veered, knowingly, from his responsibility to be obedient.

A SCOUT IS CHEERFUL

Among the many faults with which a mentally retarded person is confronted, being moody is perhaps most often in the foreground. Kevin was no exception to this. His smiles were not often forthcoming, and he seldom laughed aloud. He often felt or acted put upon, and refused to be drawn into any game designed for fun. He was not above the grumbles, and seldom did a job promptly and cheerfully. Through all the years of his scouting life, we felt that we had not come close to achieving any great measure of success in making Kevin cheerful.

A SCOUT IS THRIFTY

Saving money was not one of his better habits, either. He of course did not know the value of money. He knew only that he had to have it to purchase a cold drink at the corner drug store. He would often invite the Scouts to this favorite drug store and treat them all to a soda with only a nickel in his pocket. Fortunately, the druggist was a good friend, and he'd simply call us stating, "Kevin has done it again." And many times the other Scouts would do their good deed for the day and pay for their own – and sometimes Kevin's too!

A SCOUT IS BRAVE

Kevin was brave. Not because he would face danger in spite of fear, but rather because he did not know what fear actually was. He fought for what he wanted and that was that! However, being brave in receiving cuts and bruises, splinters to be removed, and medicine to be taken made us know that in his own world Kevin was brave – and how could we ask for anything more?

A SCOUT IS CLEAN

Being clean was being alive to Kevin. He washed incessantly, cleaned his shoes several times a day, changed his clothes with much ado after he learned how, or perhaps simply put a clean shirt on over the one he was already wearing if he felt the first one was spotted or dirty. He bathed his dog more often than the dog wanted to be bathed, but he did a good thorough job. He often changed the water in the goldfish bowl so that his fish would be clean. His clean habits, and traveling with a clean crowd were one and the same. With Scouts this is easy to do.

A SCOUT IS REVERENT

Explaining the presence of God in our home was one of our hardest tasks. We could not show Kevin that prayers were answered when we had no tangible object to show him, and how could we insist on regular attendance at church school without showing him why? Then scouting brought into his life a deep desire to know God. His reverence may not have been clearly defined as such, but as we watched him in church, and saw his face glow with radiance, we were truly convinced that he was close to God – closer to God there in the dark recesses of his mind than any of us would ever be. Our son was reverent.

OUR SCOUT IS GONE

During the seventh year of his scouting, we noticed that Kevin became quieter, calmer, [illegible] listless and restless at night. Often he was unable to sleep, and his medications became ineffective. Soon he was in the hospital fighting unsuccessfully for his life.

One day, near the end, he requested that he be allowed to wear his Scout uniform. The nurse checked with the doctor and soon Kevin was sitting up in his clean white hospital bed, fully clothed in his uniform.

He died quietly a few minutes later, a smile on his countenance, his hands tightly gripping the Scout Handbook, and we feel that the Scout laws were there in his heart.

OUR SCOUT IS REMEMBERED

The happiness we achieved through Kevin's years in scouting assured us of a permanent place in scouting. We've been active now for many years on many different Scout boards, and the Good Lord willing, we'll be helping other boys learn how to apply the Scout law to their daily lives for many more years to come.

Seeing other boys achieve their requirements has been the greatest thrill for us since the ache in our hearts was quieted. We know that Kevin is happy with the Greatest Scout of All, and so we are happy, too.

Alvida Williams
Lakeland Village
Medical Lake, Washington

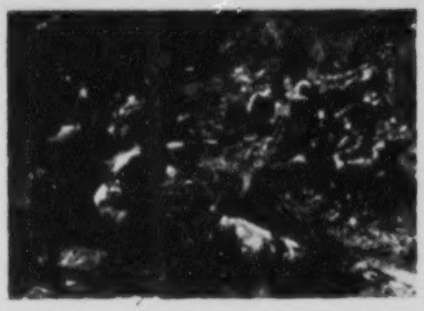
Hey! Let's have the boys climb Hooknose!

But do you think they can do it?

We'd have to establish a base camp—and carry heavy packs!

Hooknose won't be easy—it's rugged country.

We can do it! Let's do it instead of the fishing trip.



LAKELAN
VILLAG
TROOP 37

SUCH were the thoughts of Scoutmasters Dan Hattenburg and Rex Smith when they scouted the rugged Colville National Forest area of northeastern Washington prior to a camping-fishing trip they were planning for the boys of Troop 374—Lakeland Village.

They did climb Hooknose Mountain! On August 9, they planted their flag—*Lakeland Village Troop 374*—proclaiming to the blue skies, air travelers, and high altitude feathered friends that they had indeed been there! The flag now flies within eye range of three states—Washington, Idaho only a short distance east, and British Columbia just three or four miles north.

It wasn't easy! The challenge of the climb is more significant when one realizes that Troop 374 is a special Boy Scout troop consisting of mildly retarded adult residents of Lakeland Village State Residential School for the Mentally Retarded (Medical Lake, Washington).

Scouting is only one of many recreation activities enjoyed by Village residents. David Rosen, superintendent, provides a large recreation staff of which Hattenburg and Smith are a part. All residents are involved in recreational activities every day—4-H, athletics and sports, bus and train rides, music, arts and crafts—and they participate in city and community affairs. Since Mr. Rosen is always anxious for residents to tackle new challenges, he enthusiastically supported the proposed advanture.

The scoutmasters had many years camping experience so were able to plan this trip as well as any professional guides. They were determined that the boys would go the whole route and practice as many scouting techniques as possible to obtain Scout awards, to earn merit badges, and to work toward membership in the Order of the Arrow. Firebuilding, axmanship, pathfinding, first aid, and survival were all included. To provide assistance and moral support, the leaders invited the scoutmaster and three boys from Troop 341 in Spokane to accompany them.

Leaving the town on August 7, the boys established a base camp at an altitude of about 6,500 feet and rendezvoused with the contingent from Troop 341. Planning the ascent to Hooknose and hiking to a secondary campsite occupied the second day. The packs seemed to gain weight hour by hour as the group climbed the heavily wooded lonely terrain where no roads exist. It was windy; everyone got tired; but, there were no quitters.

With huffs, puffs, and sighs of relief the boys reached the barren peak, 7,305 feet above sea level. The view was terrific—an icy blue lake gleamed in the sunlight below them to the northwest; the dark green forests of Canada and Idaho comprised the northern and eastern views; not another human being was in sight.

They planted their flag with due ceremony and expected no witnesses to this historic event. However somewhere there is an unidentified pilot of a small plane who circled the group curiously several times as history was being made.

With their mission accomplished the boys found downhill travel about twice as speedy and returned to base camp hungry and thirsty, but completely enthusiastic and satisfied about the entire expedition. The experience had been a *first* in more than one way: the first flagplanting on Hooknose and the first mountain climbing by Lakeland boys.

It happened for these boys last summer. But other *mountain climbing* experiences are awaiting and can happen for other retarded boys. This endeavor provides additional proof that the mentally retarded have a place in scouting. There may be a boy in your community who has been denied this worthwhile educational experience, or there may be an entire troop of retarded boys who would like some help. Let these boys climb the highest mountains with you!

Bill of Rights

Let me grow as I be
And try to understand why I want to grow like me
Not like my Mom wants me to be.
Not like my Dad hopes I'll be.
Or like my teacher thinks I should be.
Please try to understand and help me grow
Just like me!

Gladys Andrews

IV. LEADERSHIP

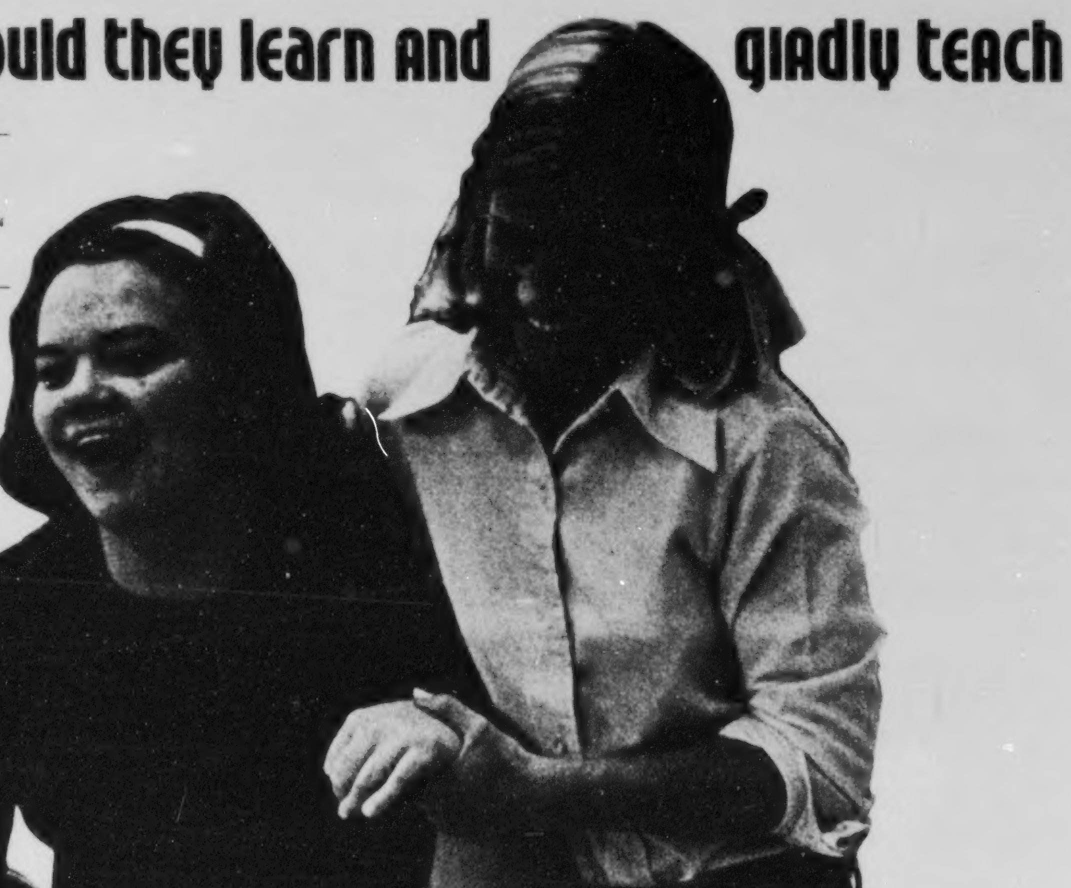
Students Teach in University of Utah's Physical Activity Program for Retarded

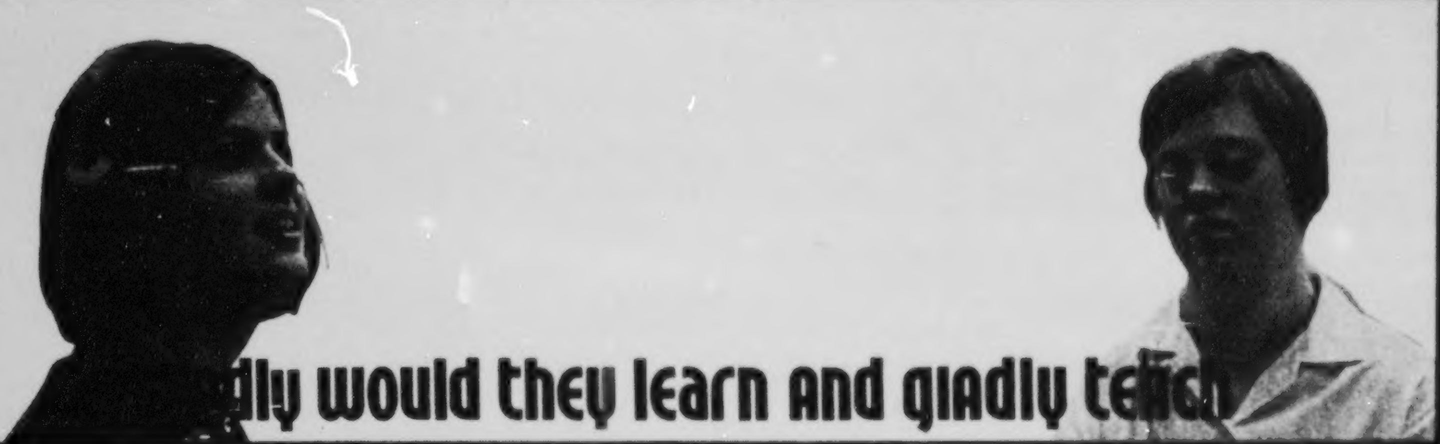
In the fall of the 1969-70 school year, a physical activity-recreation program for the mentally retarded and handicapped was initiated in Salt Lake City under the auspices of the College of Health, Physical Education, and Recreation, University of Utah. The original plan to enroll 10 to 12 children was changed when students taking Physical Education for the Handicapped at the University participated in the program to obtain practicum experiences. This made it possible to include about 50 children in the program. Sessions were held every Saturday morning throughout the entire school year. Each session was divided in two so that every child spent 45 minutes in aquatic activities and 50 minutes in the gymnasium; half the time in the gymnasium was allocated for rhythmic activities and half for apparatus activities.

Members of the University class served as student instructors under the direction and supervision of Lane A. Goodwin and Leon Moyes, both doctoral students in the College of Health, Physical Education, and Recreation, with special interest and background in working with the retarded and handicapped. With increasing interest in the program, special education and recreation departments were contacted to obtain students to serve as student instructors.

gladly would they learn and gladly teach

Lane A. Goodwin
Assistant Professor
Department of Health
Physical Education, Recreation
Wisconsin State University
La Crosse, Wisconsin





dly would they learn and gladly te

Individuals involved in the program can be divided into three groups:

ADVISORY STAFF consisted of administrative, supervisory, and teaching personnel from the College of Health, Physical Education, and Recreation and the Department of Special Education who offered suggestions and contacted majors in their respective departments to tell them about the program and the contributions it could make to their background, training, and experience.

SUPERVISORY STAFF consisted of Lane Goodwin and Leon Moyes who served as liaison between the advisory group and student instructors, maintained contact with the directors and supervisors of special education in the local school districts, and with parents of the children, enrolled children in the program, scheduled the use of facilities, developed the curriculum and activities, assigned student instructors to activities and children, helped assess the performance level and motor needs of each child, supervised student instructors, and also worked directly with the children.

STUDENT INSTRUCTORS consisted of both volunteers and students receiving partial credit in courses who worked directly with the children in all activities of the program. These students were primarily special education, recreation, or physical education majors although some came from dance, psychology, physical therapy, and guidance counseling. Fourteen students participated during the fall and approximately 65 in the spring.

The program was designed to involve children in play activities. However, this was not the sole purpose of the program as we attempted to make student instructors aware of the potential of play as a *means to an end* and not necessarily an end in itself. Instructors helped children to expand their vocabularies, recognize colors, improve in time and space orientation, have better self-images, exhibit more acceptable behavior patterns, as well as to develop greater physical skill and motor ability—coordination, basic movement skills, strength, endurance, balance, flexibility, power, and agility. The degree of accomplishment with each child depended upon the child himself and the interest and experience of the student instructor working with that child. Since student instructors had varying degrees of knowledge and experience in physical education, recreation, and special education, the supervisors assisted them in selecting activities, made suggestions of appropriate methods and approaches to reach certain children with specific activities, and provided ways and means of testing children for strength, endurance, coordination, and other physical attributes.

When children first entered the aquatic program they ranged in abilities from those afraid of water to advanced swimmers. Accordingly, individual programs were designed so that every child could progress and improve upon his swimming ability. Some just played in the water while others worked on the most advanced and complicated strokes. Every child showed improvement.

Activities in the gymnasium included simple individual ball activities, group dancing, and such gymnastic apparatus as trampoline, parallel bars, balance beams, side horses, horizontal bars, and mats. This program too was individualized on the basis of the child's age, sex, abilities, interests, and previous experience. Every child was exposed to some degree to as many areas as possible. Rhythms had great appeal to all of the children; special benefits were derived from the leadership of a senior dance major volunteer. Because of the diversity of activities and the individualized attention given each child, none lost interest and all appeared to benefit from the opportunities to participate in a regular, organized, and vigorous program.

What can you do . . .?

What can you do with a boy who is scared of the water, but will play in a shower for 45 minutes? With a boy who wouldn't walk or feed himself? With a boy who likes to play finger games, but can barely understand what fingers are?

What can you do with a child who is a problem nobody wants? You can be a friend, but it's much more.

You can play in the shower with him, making a game out of teaching him to turn the water on and off. You can dry little toes and change dirty pants.

You can spend thirty minutes walking from the cabin to cafeteria. Thirty minutes of disciplining yourself *not* to pick the child up and carry him the last twenty yards.

You can sit beside him during lunch and say, "John, if you don't feed yourself, you don't eat," and then in the end carry a full plate away. And at supper? You can sit there for an hour or more while he feeds himself and smile because tomorrow and every day he's gonna feed himself . . . you hope.

What can you do with a child who can't dress himself? You can get up an hour early to have time to get him dressed before breakfast, and feel guilty when you oversleep.

What can you do with a little boy who is *so* sun sensitive? You can keep him in after rest period, and maybe play a simple finger game for hours on end, or watch him tie himself in knots, or you can lie down and read, simply because he likes to lie down next to you. Forget the tan!

What can you do when a small child pulls your hair or hits you? Give him the same treatment and try not to use negative terms, because that is about all his vocabulary is limited to.

With a boy like John, you can laugh at his "jibber-jabber" and keep on talking. Hoping, even praying, that maybe he'll pick up a word.

You can take him to evening activities, and hope that he'll understand something . . . anything!!!

You can cuddle him when he cries, take pride in small improvements. So small the others wouldn't know unless you told them – and you do, every little detail.

You can laugh when he tries to catch raindrops in his mouth. Laugh with him, not at him.

You can hobble on one foot for a week, and be very tired, and cross, and maybe even curse a little, and you can keep on pushing yourself, because even if you can't save the world, you can try.

You can watch the improvement and wish you could remember every little detail to tell his parents. You can even fall in love with them a little too, maybe?

You can be embarrassed when a small boy goes to the bathroom on your lap, and wonder how the *whole camp* could find out so fast.

You can come back early his second week and watch every car, wondering if he'll remember you. You can remind yourself not to get your hopes up.

What can you do on the day he leaves? Pack his clothes, take pictures, feed him breakfast "just this once," and wish his parents wouldn't come.

When the car comes you can be cheerful and reluctantly turn him over to his mother, all the while making bright conversation. After all, think of his improvement.

You can realize no matter how much you taught, you learned *so* much more. Things like patience, understanding, a pathway to growing up, how to stomach a dirty diaper, you can see good and bad points in yourself that you never have before.

You can cry when he leaves, finally. Cry so hard you forget to be embarrassed. You can silently thank his parents for bringing him to Camp Virginia Jaycee and hope you both return.

You can find, through a little boy, a faith you never had before and will never, ever lose.

What can you do with a just barely nine-year old, retarded boy? You can fall in love and thank God that even for a little while, he was your own.

This article was written by a volunteer who worked at Camp Virginia Jaycee. It appeared originally in NEW DOMINION (January 1972), published by the Virginia Jaycees. She conveys the real meaning of Camp Virginia Jaycee, similar programs all over the country, and the most important reason for their great success – the love, commitment, and dedication of many volunteers like herself. To KAREN LEE CLOSE of Rockbridge, Virginia, and to the other volunteers for whom she also speaks, CHALLENGE is proud to share this experience in living and love.

A PHYSICAL EDUCATION & RECREATION PROGRAM WITHIN AN INTERDISCIPLINARY SETTING

The Division of Health, Physical Education, and Recreation represents only one of 12 disciplines functioning as an integral part of the Athens Unit, Georgia Retardation Center. Within the Center's framework attempts are made to foster and develop an interdisciplinary approach to mental retardation that (1) provides a comprehensive instructional program for training teachers and leaders in physical education and recreation for mentally retarded persons, and (2) promotes a child centered program which allows for continued growth and support when Center students return to community or other designated agencies.

THE TEACHER TRAINING PROGRAM

The teacher training program in health, physical education, and recreation was developed to provide clinical experience specifically with mentally retarded children. Continuous attempts are made to create an environment that allows for study and understanding of interdisciplinary functioning in programs for mentally retarded youngsters. Involvement in the Athens Unit is in the form of either participation and/or observation, where activity level may range from general familiarization with basic concepts to student teaching and graduate study concerned with specific learning and/or total program development for individuals and groups.

SERVICE PROGRAM

The area of health, physical education, and recreation has a responsibility to assist with total development of each participant's capacity through an approach that emphasizes physical activity and recreational pursuits. Through an individualized program the participant may be expected to: (1) gain greater awareness and confidence in his body and how it may be controlled, (2) develop and/or improve fundamental movement skills, (3) increase his ability within his functional limitations, and (4) acquire a basis for greater social and recreational skill.

A primary function of this portion of the program includes assessing and interpreting physical behavior of each student. Developmental status, achievement, and progress are evaluated through testing procedures, specific performance goals or behavioral objectives, and subjective program criteria. Inclusive in these evaluation sessions are parameters of sport fitness, strength and endurance, coordination and balance, body mechanics, interests, needs and attitudes. Two specific tests for determining developmental status are administered. A modified version of the Lincoln-Oseretsky Motor Development Scale or the Denver Developmental Scale is given to each child during pre-admission and terminal evaluation sessions. To evaluate achievement of each child's physical behavior, various instruments, such as stabilometer, pursuit rotor, bicycle ergometer, hand dynamometer, and balance boards are used. The Special AAHPER Physical Fitness Test is also administered to students and appropriate awards given for their levels of performance.

Upon Center admittance, initial sessions are scheduled with students to allow for basic observations concerned with total behavioral, neuromotor-perceptual, and psychosocial development. Following basic observations and a summary of assessment data, an initial task analysis is completed and a program developed. A case committee consisting of representatives from each discipline concerned with the child meets to formulate direction of the student's total program from admission through Center release and community follow-up.

RESEARCH AND PROFESSIONAL INVOLVEMENT

Emphasis is placed on working toward developing and testing methods and apparatus applicable to mentally retarded individuals and groups. Thus, research becomes an important component of the professional team's responsibility. Research by trainees is encouraged through cooperatively developing and sponsoring studies dealing with physical, social, emotional, or mental variables of mental retardation. A significant proportion of research is approached through interdisciplinary studies, allowing analysis relative to all aspects of a child's development and behavior.

Further professional involvement is accomplished by utilizing results of research and training programs in organizing workshops conducted for both professional and paraprofessional groups. As part of the community liaison team, staff members are responsible for providing consultation to community and state agencies.

Functioning on a full 12 month basis, the Athens Unit, Georgia Retardation Center affords a notable opportunity to the State of Georgia to offer a service to its population and to provide a setting and program for study and service in mental retardation.

ERNEST L. BUNDSCHUH
Coordinator of Physical Education

SUSAN J. GOOCH
Director of Recreation Therapy
Athens Unit
University of Georgia

—Deborah Matylewicz, volunteer, Keystone Training and Rehabilitation Residence, Inc., Stranton, Pennsylvania. Reprinted from the *Penn State Extension Bulletin.*

One time in my life when I felt that I had done something worth doing occurred when a little boy named Dennis said my name. This may seem like a very trivial thing for any four-year-old-boy to do but Dennis is not a normal four-year-old; he is mentally retarded.

I met Dennis at a rehabilitation center where I do volunteer work with retarded children. The first time I saw him, he was engrossed in playing basketball on his one-man team; he ran up to me and looked up at me with his perspiring, flushed face. He began to make frantic gestures with the basketball that seemed gigantic in his tiny hands. Understanding what he meant, I played catch with him for some time. All the while we were playing, he never uttered a word.

After Dennis left, I spoke to the therapist who told me that he was under therapy and the few words that he did say were incomprehensible. She told me that if I really wanted to help him I should try to gain his confidence and trust, but she warned me that the chances for him to ever talk to me were slim. From that day on, I considered him my special "case."

Getting Dennis to trust me was a difficult task. We spent a great deal of time together, playing, reading, and just going on walks. There were many times when I thought I would just give up, times when he took one step forward and two back. Once I taught him the basic colors and thought he knew them perfectly. When we went back to review them five minutes later, however, he couldn't tell one from the other. There were other times when I thought that I had his confidence and suddenly, I would feel it slipping away like the sand at the ocean slipping under my feet.

I must have told him my name hundreds of times and asked him to repeat it. He couldn't say it. As time went on, we became good friends. Then, one day as we were walking through the park, a fuzzy, brown-eyed squirrel came scampering out from behind a bush. On our many walks, I had always pointed out squirrels and other little animals and Dennis would go running after them. This time, Dennis noticed the squirrel before I did and to direct my attention to it, he called my name . . . Debbie . . . loudly and clearly, with no stuttering or stumbling over letters. Because of the cold day, his breath turned into a visible vapor as he *spoke* to me. That day, we both ran after the squirrel, hand in hand, understanding each other a little bit better.

A Sign of Trust

I thought that the kids were going to be mentally disturbed and be next to impossible to handle.

◀ BEFORE

I didn't realize how these kids aren't any different from us, really. I thought they'd be different people altogether.

I thought it would be harder than it was.

I was scared when I was going to do it. The kids we had, I thought they would be hard to handle.

I was nervous when it first started.

STUDENT

JOSEPH GRABER
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We have an obligation to assist every student to develop to his maximum potential. In general education, and particularly in special education, arbitrary limits and restrictions have for too long been imposed on impaired, disabled, and handicapped children that have adversely affected their potential growth and development. Who among us is capable of predicting the potential of another with the multitude of factors that influence and determine how far each person can reach? This article describes a Warren, Michigan program that enables handicapped and nonhandicapped students to work together for the mutual benefit of all. Sample reactions of students involved in the program, as above, illustrate the success of Warren's approach.

An exciting venture in Warren Consolidated Schools offers impaired, disabled, and handicapped children opportunities to develop physical and motor skills through swimming. This program has been jointly sponsored by the Divisions of Physical Education and Special Education with the cooperation of the Transportation Department. The program is geared to serve children between the ages of 2½ and 12 years of age and include deaf, blind, trainable and educable mentally retarded along with those having such multiple conditions as cerebral palsy-deaf, cerebral palsy-blind, and trainable retarded with gross motor coordination problems.

The Warren program began on a small scale four years ago in one senior high school. During the next two years it expanded to include three high schools and the following year was introduced into a fourth high school. The program became possible when a group of students in a physical education seminar class waived their swimming class so handicapped youngsters could use the facilities. As a result of this initial experience, students in other schools agreed to waive their swimming period and assist handicapped youngsters. This has been a rewarding venture for all concerned—the students who give up their time in the pool so the handicapped can have opportunities to learn the techniques of swimming, to gain in fitness, to become more coordinated, and to develop a recreational pursuit, and to the handicapped youngsters themselves who have more self-confidence, create pride in their accomplishments, and improved self-concepts.

Participants in the program are bussed from every corner of Macomb County to the Warren

AFTER ▶ After we got the kids, you found out it could be a lot of fun.

I liked this program and I think it was worthwhile for the kids. We should have it next year. I'd volunteer again.

I'd like to do it again.

After I was done with it, I realized I liked it I had a good relationship with the kids.

When I got into it, it was great. The kids were good, too.

TO STUDENT

Consolidated School, a regional center for all of the county's visually handicapped and the largest center in the county for children with auditory impairments. Trainable and educable mentally handicapped students for the most part live within the district itself. When the busses arrive each handicapped student is greeted by one of the high school students, usually assigned on a one-to-one basis and in some cases because of the severity of the problem, on a two-to-one basis.

The students assist the handicapped participants in preparing for swimming so they can have maximum time in the pool. One hour is allocated for the entire operation from the time they arrive in the building until they leave. Generally participants receive 50-minutes of actual swimming time. Student aides work with the same participants daily for the entire five week program. They work out their own activities, approaches, and ideas for establishing rapport with the youngsters. Physical education and special education teachers are available to answer questions and give student assistants guidance in developing the program.

Student assistants take the handicapped youngsters, and depending upon limitations placed on them, challenge them to work to their potential. No restrictions are placed upon the student or the handicapped participant in striving for goals that fulfill their potential. When the program was initiated some objections were received from our own staff as well as from parents and others who felt that too much was expected from students and participants alike. However, we stood by our principles and now have converted and convinced many people that these youngsters are not limited in all aspects of their development. Parents have been invited to see the program and see the youngsters in action; many surrounding school districts which send children to the program have been invited to come and see for themselves.

Reactions from the high school students have been such as, "Gee, these kids are normal too!" And they are *normal* in that they like to do all the things their peers do. Skills, methods, or approaches often have to be changed a little but these youngsters are able to participate, each at his own level and in his own way. Some of the high school students have indicated that they are going to switch from regular education to special education and make a career of teaching the handicapped.

All of the handicapped youngsters are also included in a physical education program. Whenever possible they are integrated into regular physical education classes. When this is not possible, special classes are set up for them with a regular physical education instructor. In addition to active participation in the regular physical education program, some students participate in the interscholastic program. Deaf students are on one of the junior high school track teams and some also play football. A Super 8mm film has been developed showing the swimming program at two of the high schools, blind students on the trampoline, deaf youngsters practicing for track and field, and others at football practice. This film has been an important public education and public relations device as well as showing lay and professional groups in the community the philosophy, activities and accomplishments of everyone involved in the Warren program.

Handicapped? Not hardly!

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This past summer Jon Aitken, 1971 NCAA gymnastics runner-up in high bar competition, and I taught at a tumbling clinic for a few days. Before classes started, the sponsor approached me. "There is a little girl in your second class who is mentally retarded and the only way to get her to understand is to show her what to do. She cannot take criticism." Having never worked with retarded kids before, I really began to worry. Here I was with a class of 15 girls, ages six to nine, and one of them was mentally retarded.

The first girl in line warmed up with a roundoff with the wrong foot in front. I looked at Jon. "That must be her. Teach her the correct takeoff," I whispered. After several more students, another girl did six skip steps down the mat and after running out of room, finally did her roundoff on the gym floor. "Oh, oh," I thought, "that must be her!" I showed that particular girl what I wanted her to do and she seemed to comprehend.

A few girls later, we worked on flip flops. One of the girls not yet mentioned giggled as soon as Jon and I touched the small of her back. She continued to giggle for ten minutes. Jon winked at me and we both knew that this was the girl!

After four passes at flip flops and six or seven kids who could have been the girl we were looking for, the class ended and we gave a best flip flop award to a little girl in a pink leotard with a short hair style.

Later the sponsor once more approached me. "Stormy, I thought you handled the class beautifully and I especially appreciate the way you instructed little Ann. Giving her that award was so considerate."

Jon and I looked at each other and smiled. Out of that entire group, we unknowingly gave the flip flop award to the student who learned the most in a 50 minute period and guess who it was?

NOTE: The author, Mark D. "Stormy" Eaton, holds a B.S. degree in physical education from the University of New Mexico and is 1971 NCAA Floor Exercise Champion and twice United States Gymnastics Federation Trampoline Champion.

How to tell a pro from an amateur

In daily work, as in sports, the real pro tackles his work in a way that sets him head and shoulders above his amateur counterpart. Five points identify a pro:

HE GIVES HIS ALL. The amateur loses interest in a continuing job, puts less effort into it. The pro gives it the same effort whether he is on the same job twice or a hundred times.

HE IS LOYAL. The amateur is not above sniping at his boss. The pro keeps the boss's weaknesses to himself, is supportive, not destructive.

HE CAN TAKE PRESSURE. The amateur tends to fall apart under pressure. The pro does not; his record may not be perfect, but he is not rattled by pressure and does his work without furor or fuss.

HE TAKES THE RAP. A mark of the tyro is his facility in finding excuses when something goes wrong. The pro accepts responsibility and concentrates on finding out what went wrong so it won't happen again.

HE MAKES THINGS HAPPEN. The amateur tends to drift with the tide. The pro directs his own destiny as much as he can. He is a doer, not a drifter.

—From the Handbook for J. C. Camp, Sioux Falls, South Dakota.

A teacher who makes little or no allowance for individual differences in the classroom is an individual who makes little or no difference in the lives of his students.

William A. Ward

Philip Bankston, a serious, blond youngster not yet 11, spent his vacation months serving residents of Ellisville, Mississippi's State School. Rather than report to a playground or swimming pool, Ellisville's youngest volunteer worked with younger residents, played with children needing exercise under the watchful eye of staff members from the Corrective Therapy Department, pushed carts and wheelchairs, and carried trays. He even went along on a weekend camping trip and fit well into the schedule of play and recreation for the 82 residents taken on the outing. Philip's outstanding unselfishness and loyalty make it obvious that compassion and a willingness to serve are born with some humans.

V. CROSS COUNTRY CHALLENGES

A PLAN TO MAKE USE OF THE MENTALLY RETARDED AS employees at a vacation spot will become a reality this summer. Dan Torisky, of Pennsylvania, worked out the details of using a state or national park, building tourist cabins and motels, surrounding the area with recreational facilities for swimming, fishing, golfing, etc.—and then manning the vacation village with a staff of maintenance people who are mentally retarded or physically handicapped. Such personnel, following training, will mow the grass, change bed linens, work on the greens, and serve in the restaurants. They will live in their own motel units apart from the tourist complex and, as with any job, pick up a paycheck for their work. The plan includes a supervisory staff to evaluate work performance and to oversee year-round educational and occupational programs for the employees. Thus people who need not be institutionalized will move out into the world. At the same time, the plan builds tourist revenues; motels will be franchised under a profit-sharing arrangement with the state and will help to fund mental health programs after the construction investment is amortized. Since workers are to be paid, they in turn can help pay for their own special care and will be building on social security benefits for themselves as well. Otocsin State Park has been provided by Pennsylvania's Department of Forests and Waters for this project, which will be in operation by next summer. For further information, write to Dan Torisky, c/o Lando Inc., 725 Liberty Ave., Pittsburgh, Pennsylvania 15222.

TEN NORTHERN ILLINOIS SCHOOLS, IN A FOLLOW-UP move to informal groundwork begun last spring, have organized conference competition in basketball for trainable mentally handicapped children. A five-game schedule plus a five-day tournament at the Northern Illinois University field campus constitute the 1970-71 basketball activities for the recently formed Northern Illinois Athletic Association for Trainable Mentally Handicapped Youth. The conference is an outgrowth of experimental athletic activities conducted last spring and a commitment to more cohesive participation by the ten schools. The concern is not only for the child but also for the parents and the public—to make them aware of what these kids have to offer. Formation of the special athletic conference was prompted by interest in retarded children's athletic and emotional development as well as their social growth. Activities have been selected and rules modified to meet the special needs and specific abilities of participants. For example, in basketball, free throw distances are rated by each player's ability and foul calls are much more lax than in some basketball games. Track meets have been sponsored where youngsters were divided into classes according to ability and competed in the 50-yard dash, 220-yard run, 440-yard relay, softball throw, standing long jump and kickball. The overall idea of the association is that everybody wins—the kids, teachers, parents, and the public. Information about the association and its activities can be obtained from Doug Brandow, a teacher for the trainable mentally handicapped, Sandwich School District 430, or Glen Taylor, project coordinator for trainable mentally handicapped, DeKalb County. Marshall Peterson, special education instructor, Northern Illinois University, DeKalb, serves as an advisor to the Association.

KIMBERLY-CLARK CORPORATION, NEENAH, WISCONSIN, has available *Growing Up Young: About Menstruation for Parents and Teachers of the Mentally Retarded*. Direct requests to Kimberly-Clark Corporation for this informative and useful booklet along with publications from the Life Cycle Center which can be adapted and applied to sex education programs for the mentally retarded. *Puberty in the Girl Who Is Retarded*, a booklet designed to help mothers of mentally retarded girls cope with some of the problems puberty presents, is available from the National Association for Retarded Children (2709 Avenue E East, Arlington, Texas 76011). Other recent publications dealing with sex education and the mentally retarded include: *Love, Sex, and Birth Control for the Mentally Retarded: A Guide for Parents* by Winifred Kempton, Medora Bass, and Sol Gordon (Planned Parenthood Association of Southeastern Pennsylvania, 1402 Spruce Street, Philadelphia, Pennsylvania 19102), *Social and Sexual Development: A Guide for Teachers of the Handicapped* (Special Education Curriculum Development Center, University of Iowa, Iowa City), and *Resource Guide in Sex Education for the Mentally Retarded* (AAHPER, 1201 16th St., N.W., Washington, D.C. 20036).

SEVERAL PUBLICATIONS DEALING WITH VARIOUS ASPECTS of special education, rehabilitation, and recreational facilities for impaired, disabled, and handicapped provide helpful information which is especially valuable for architects, planning groups, and facility administrators planning to build new facilities, renovate existing ones, or to add new services. *Selected Rehabilitation Facilities in the United States: An Architect's Analysis* by Thomas K. Fitz Patrick (Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, 65 cents) provides information, pictures, and floor plans of comprehensive rehabilitation facilities, rehabilitation facilities with special disability or program emphasis (e.g., communications disorders, blind, mentally retarded, emotionally disturbed), rehabilitation facilities directly related to a hospital, and the rehabilitation hospital; special

News about programs and activities,
methods and techniques,
resource materials and teaching aids.
Contributions to this column are welcomed.

considerations in design of rehabilitation facilities are also included. *The Elimination of Architectural Barriers* (Phi Chapter, Alpha Phi Omega, Syracuse University, Syracuse, New York) deals specifically with eliminating physical barriers on college/university campuses. Copies of *A Report on Architectural Barriers in Indiana State Parks*, providing specific recommendations, suggestions, and guidelines for making recreation facilities accessable to impaired, disabled, and handicapped, is available free from Programs for the Handicapped, AAHPER, 1201 16th Street, N.W., Washington, D.C. 20036. *Environmental Design: New Relevance for Special Education* by Alan Abeson and Julie Blacklow (Council for Exceptional Children, 1411 South Jefferson Davis Highway, Arlington, Virginia 22202) resulted from the long and active interest of CEC in the development of efficient and effective educational facilities for the instruction of handicapped children. This publication has been designed to permit use by a variety of persons and includes data about the status of educational facilities for the handicapped, information about planning, research findings and needs, and discussions about specific design problems in building or renovating facilities for these purposes.

Planning Recreational Places by Jay S. Shivers and George Hjelte (Associated University Presses, Cranbury, N. J. 08512) is a comprehensive book that covers every important phase of recreational planning including the essential basis for planning to design concepts and components that make up the necessary physical facilities and properties of well-ordered recreational service systems. Environmental design is considered fundamental to any planning assignment: local, metropolitan, rural, suburban, exurban, and regional planning are all considered. Chapters on neighborhood and community parks, public swimming pools and beaches, and camps have much to offer persons planning facilities for recreational programs for impaired, disabled, and handicapped.

Motor Activities: Newborn to Six Years of Age was compiled by Orrin Marx, Supervisor of the Physical Education Department, University of Iowa Hospital School (Iowa City). This material contains developmental activities from a Physical Ability Rating Scale developed by the staff of the Physical Education Department, University Hospital School, in a continuing project initiated in 1957 to develop such a scale for evaluating physically handicapped children. The scale provides a basis for understanding developmental activities in terms of progressions, sequences, relationships, and is applicable to *all* children, including impaired, disabled, and handicapped.

Educators Guide to Free Filmstrips; Educators Guide to Free Films; Educators Guide to Free Health, Physical Education, Recreation Materials: A Multimedia Guide; and Elementary Teachers Guide to Free Curriculum Materials bring complete, up-to-date, organized, and systematized information on *free* educational, informational, and entertainment materials. Each guide contains descriptions of materials, sources, a title index, and a thorough subject index. Many films rented to schools by other agencies are free from sources in the film guide. Each of the guides is completely updated annually so that they are always current and include new materials and listings. The guides may be obtained from Educators Progress Service, Randolph, Wisconsin 53956.

Three mildly retarded young men from Lakeland Village (Medical Lake, Washington) were the first participants in a pilot skiing program recently initiated by the institution; Lakeland officials plan to establish a regular skiing program this winter. For additional information contact Recreation Director, Lakeland Village (P.O. Box 200, Medical Lake, Washington).

"Perceptual Training Revisited: The Training of Nothing at All" (Rehabilitation Literature, November 1971), is a timely and provocative article by Lester Mann, Director of Special Education, Montgomery County, Pennsylvania, and Executive Director of Buttonwood Farms, Philadelphia. The author questions the existence of perception and challenges the reality of abilities, skills, capacities, processes, potentials, faculties, and functions. Confusion over what tests do in fact measure and illogically conceived cause and effect relationships are discussed in terms of learning disabilities, perceptual-motor and visual-perceptual training. Dr. Mann concludes, "If we work on the basis of his (child's) information, we will put aside much of the paraphernalia of activities that have taken so much of our and our children's time in perceptual training and get to work on teaching what the learning disabled child needs to learn. It is no easy job, but our digressions into perceptual training will not make it easier when we do get to it for they have kept us too long from this critical challenge." Agree or disagree, but read, analyze, and think about the contents of this timely article.

Controversy increases over Formal Schooling through early childhood programs for all children. Reports, research, empirical evidence, and data regarding growth and development of children provide evidence that suggest sending four-year olds off to school results in far more harm than good! In fact, some contend that children probably should not attend school until they are seven or eight years old. Numerous articles and reports deal with the controversy and suggest alternatives to early formal schooling such as Home Start and the important role parents, especially mothers, play in providing the base in the home.

Papers on Program Development in Recreation and Physical Activity for Handicapped Children is being distributed through the Institute of Interdisciplinary Studies (Recreation and Leisure Studies Area), San Jose State College, San Jose, California 95114, and the Center of Leisure Studies, University of Oregon, Eugene, Oregon 97403, for $2.50 (check or money order must accompany orders). Contents include "Recreation and Physical Education for Handicapped Children: Initiating, Expanding and Improving Programs at the Local, State and National Levels," "The Handicapped Child's Right to Physical Education and Recreation," "Working Together in Recreation and Physical Activity for the Handicapped Child," "Reference information on Recreation and Physical Education for Handicapped Children," and "Handbook on the Therapeutic Recreation Service for Handicapped Children Curriculum." Each section contains papers by leaders in the respective fields including Janet Pomeroy, John Nesbitt, Genevieve Dexter, David Park, Betty Wright, William Hillman, and Helen Jo Mitchell. This is an excellent source for individuals and groups interested and involved in various aspects of physical education and recreation programs for the retarded and handicapped. Of special interest will be the section dealing with ways and means of obtaining financial assistance for programs at the local level.

Recently the Texas Association for Retarded Children sponsored a statewide retreat for representatives of Texas agencies and organizations involved in various aspects of physical education and recreation programs for the retarded and handicapped. Delegates came from all over the state to discuss ways in which their organizations, agencies, associations, and groups could work together to extend and expand opportunities for the retarded and handicapped throughout Texas. True teamwork, cooperation, and inter-multidisciplinary efforts and activity were the keynote of deliberations and proposed activities. Permanent advisory-steering committees at state and local levels are to be developed so that unnecessary and unwarranted duplication of time, effort, and money will be eliminated. Participants represented five major groups: colleges and universities, public education, parks and recreation, mental health, mental retardation boards and centers, and civic-service-voluntary organizations and agencies. The need for approaches of this type has been increasing for several years: still another model for working together has now been provided. Details and additional information about the program and this project which has been funded under the Developmental Disabilities Act can be obtained from Guy Owen, project director, Texas Association for Retarded Children, 833 Houston Street, Austin, Texas 78756.

Minimum Standards for Activity Programs for the Retarded is a manual for evaluation of programs, activities, and efforts, designed for centers that maintain the retarded in the community. Standards can be used for agency evaluation and should lead to continual improvement of programs to meet objectives. Sections deal with organization, facilities, budget, admission and discharge procedures, program, and volunteers. The manual was developed by the Ad Hoc Committee on Standards for Community Adult Activity Centers of the Staff Development Project, Center for Developmental and Learning Disorders, University of Alabama Medical Center, 1720 Seventh Avenue South, Birmingham, Alabama 35233. Copies may be obtained from the Center for $1.00.

The State Board of Education, Commonwealth of Massachusetts, for some 12 years has provided reimbursement of 50% of costs, including transportation, to communities offering approved summer or winter recreation programs for mentally retarded and physically handicapped persons. In addition, proportionate share of salaries of supervisors of art, music, physical education, and audiovisual education are reimbursed for actual supervisory services rendered for speech handicapped, hard of hearing, partially seeing, or perceptually handicapped children. During 1969-70, 3,563 mentally retarded and physically handicapped individuals participated in these recreation programs in 137 communities throughout the Commonwealth. Half of the expenditures of $528,563.38 or $264,281.69 came from state support and the other half from local funds. Massachusetts appears to be the only state with this type of specific provision and support given recreation programs for the handicapped through authorization in the general laws of the state. Additional information, including details about programs, rules and regulations for administering programs, guidelines to communities and the specifics of the legislation (Chapter 69, Section 29D) can be obtained from William A. Philbrick, Jr., director, Division of Special Education, Massachusetts Department of Education, 182 Tremont Street, Boston, Massachusetts 02111.

Dan Jamison went on the air at WEER AM/FM radio, Warrenton, Virginia, at 6:00 a.m. Monday, August 23. He broadcast continuously—24 hours per day—until 10:00 a.m. Friday, September 3, setting a new world's record of 268-hours—11 days, 4 hours—of continuous broadcasting (the *old* record was 267 hours). During the marathon $13,500 was raised for the Fauquier County Association for Retarded Children to be used to upgrade and enrich programs and opportunities for the retarded throughout the county. Additional day care opportunities, expanded camping and recreation offerings, and broader programs in the operation of the FCARC will result from this bonanza. Donations came from many sources—outright contributions from listeners, solicitations from persons in their own neighborhoods, and goods and materials donated by merchants to be auctioned over the air. All of this was Dan Jamison's own idea for which he receives *Challenge's* accolade of the month.

Standards for Residential Facilities for the Mentally Retarded has just been released by the Joint Commission on Accreditation of Hospitals. These standards represent the work of over 200 persons who served on advisory committees to contribute to the goal of improved services for the mentally retarded. Major sections deal with administrative policies and practices, resident living, professional and special programs and services, records, research, safety and sanitation, and administrative support services. Specific standards of particular interest to readers of *Challenge* include educational services, physical and occupational therapy services, and recreation services. A paper bound edition may be ordered at $1.00 per copy (postpaid) from the American Association on Mental Deficiency, 5201 Connecticut Avenue, N.W., Washington, D.C. 20015; loose-leaf binder editions at $6.00 per copy (postpaid) may be ordered from the Accreditation Council for Facilities for the Mentally Retarded, 645 North Michigan Avenue, Chicago, Illinois 60611.

Cross-Country Challenges

PARENTS OF OLDER RETARDATES IN LOWELL, MASSACHUSETTS, opened a Drop-In Center some four years ago for the in-between adult retarded—not the one who is institutionalized nor the one who is capable of making it in the everyday working world, but the one who stares constantly at the four walls of his home and who must be content with only the company of his parents and siblings. All funds needed to finance this program were solicited by the parents from business, civic, and individual sources—funds have neither been sought nor received from the city, state, or federal governments. The Center has two pool tables, three Ping Pong tables, an arts and crafts area, a dance area, and a snack shack with booths and bar. Speech and drama classes, hair care sessions, and other activities are aimed at having the retardate take his place in society. Retardates also participate in bowling, swimming, physical fitness programs, dancing, special olympics, roller skating, trips, and a special banquet awards night. The Center is staffed by parents and friends of the retarded. The older retardate need no longer sit at home—he has a place to go, a home away from home, a place where he can enjoy the company of his peers; he is able to relax with the knowledge that there are adult volunteers always at hand to give him help if he needs it, or privacy if he desires it. He is not bogged down by any set routine or schedule. The Center is truly what its name implies—a Drop-In Center where the retardate knows he is always welcome. At present the age range of participants is from 15 to 50.

FIFTY-SIX TRAINABLE MENTALLY RETARDED CHILDREN participated in a six-week summer program at Milton Avenue School, Atlanta (Georgia) Public Schools to evaluate the effects on academic achievement of a motivational system using tokens. The *Metropolitan Readiness Test* was used for pre- and post-test evaluations. Results of the testing indicated that the children made a 28.3% gain in academic achievement. Children were taught academic skills—numbers and writing—one hour each day. The program included instruction in language, grooming, physical education, art, and music, but tokens were received only for progress in academic skills. Tokens could be exchanged for candy, trinkets, soft drinks, or an opportunity to participate in swimming, bowling, dancing, shooting squirt guns, and similar activities. Negative reinforcement was not used. Once tokens were given, they were never taken away, and it was the teacher's responsibility to provide academic work on the individual child's level and to reward the progression of correct responses. The system proved to be highly motivating to the children and provided a structured pattern by which teachers knew how their children were progressing for a given sequenced program.

—PAULA CALHOUN, Supplementary Educational Center, Atlanta, Georgia

A MOBILE SERVICE TO BRING RECREATION SPECIALISTS into the homes of the severely retarded was initiated late in November 1970 by the Recreation Center for the Handicapped (San Francisco). The program, financed by a grant from the San Francisco Foundation, serves 159 physically handicapped and mentally retarded children and adults who are too severely disabled to take part in programs conducted at the Center's facilities. The Foundation's grant will support the in-home service program for two years, after which it is expected that the Center will finance it through its regular budget.

Extension of services by means of the mobile program was stimulated by the Center's growing waiting list of severely retarded and handicapped individuals in all age brackets who need assistance in improving their physical, social, emotional, and self-help skills but have no access to facilities outside their homes. The program is not limited to children and young adults. Adults, particularly the elderly, are in special need of this kind of help to overcome the isolation that results from being homebound for long periods of time. Many of those to be served by the mobile program are severely handicapped or retarded teenagers and adults who have returned from state institutions to foster care homes in the community.

A major expenditure in establishing the new program was the purchase of a special bus used by the project staff to carry equipment and supplies to the home. The range of activities in the homebound program includes table games, sewing, arts and crafts, music and drama, and physical exercise. The new bus transports those who can be taken out for brief periods of outdoor activity and contacts other homebound individuals.

Staff for the project consists of a director, who is a regular member of the Center's staff, an assistant director, and three graduate students from San Francisco State College who are serving in the program as part of their field work in therapeutic recreation.

THE FIRST INTERSCHOLASTIC ATHLETIC COMPETITION FOR the mentally retarded in Baltimore, Maryland, took place early in 1971 between two schools for the trainable mentally retarded. An exciting floor hockey game between Upton and Poppleton Schools in late January was the beginning of a series of activities between the two schools. In most athletic events, even professional sports, there are slow, sometimes dull, moments throughout the contest. Not this one! From the starting whistle it was a fast moving and exciting game. The entire audience—three cheerleaders for each team, all the students and faculty from the home school, and several parents—reacted to each play as though they were watching the Colts in the Super Bowl. The game never once waned in action and enthusiasm. So much enthusiasm and effort made one wonder if more than a banner, which read *Hockey Champs—1971* to be displayed in the winning school, was at stake.

SOME 300 SPECIAL EDUCATION STUDENTS FROM 13 schools participated in the Second Annual Special Olympic Play Day at St. Gregory's College (Shawnee, Oklahoma) under the direction of Father Paul Zahler, director of the special program. During the morning session participants took part in softball, basketball, volleyball, track, wrestling, boxing, miniature golf, soccer, archery, swimming, fishing, nature hikes, and a variety of games. Following lunch, rhythmic activities and folk dance instruction took place. The major objective of the play day was to bombard participants with every kind of activity that could be provided within the limits of the college campus. The day was concluded by teaching the entire group a Mexican dance on the gym floor which was followed by a very exciting modern dance band. This is a beautiful substitute for an awards ceremony when no funds are available for awards—and, each school can leave according to its own schedule. Father Zahler feels that the key to a playday is *involvement* and *opportunities for decision making*. The choice of activity is left to the participant whose reward is something he selects because he wants to do it or learn it and not for a ribbon he may or may not win. Emphasis is placed on developing the kind of independence needed to become involved with children back home, in the neighborhood, on the playground, or at school, where they can have a lot of fun with other people.

THE EXCEPTIONAL PARENT, a new bimonthly magazine, is designed to help parents of exceptional children who reach out for assistance, guidance, or advice. The magazine makes available practical advice that has not generally been available to parents of children with disabilities. *The Exceptional Parent* is dedicated to bringing to its readers the best and latest of professional and scientific information presented in a useful way. Ingenious schemes for dealing with particular problems designed by parents will be sought and shared; successes and frustrations of adults with disabilities since childhood will be reported; children themselves will speak to parents about how they feel, what they fear, what they resent, and what they want. *The Exceptional Parent* proclaims the rights of children with disabilities to full lives with adequate health care, education, recreation, friends, and vocational training and job opportunities as they grow up as much as possible in the mainstream of their communities and not always segregated into special centers. Write to *The Exceptional Parent*, P.O. Box 101, Back Bay Annex, Boston, Massachusetts 02117; rates are $2.00 per copy and $12.00 per year.

THE FINAL REPORT OF A THREE-YEAR STUDY SUPPORTED in part by a grant from the Children's Bureau of the U.S. Department of Health, Education and Welfare has recently been released and is available from Department of Recreation, School of Education, New York University. Titles are *Enhancement of Recreation Service to Disabled Children, Recommended Standards with Evaluative Criteria for Recreation Services in Residential Institutions, Serving Disabled Children: Guidelines for Recreation Agencies*, and *Recreation for Disabled Children: Guidelines for Parents and Friends*. Doris L. Berryman, research scientist at New York University, directed the project.

TRIC—THERAPEUTIC RECREATION INFORMATION CENTER —is a literature and document storage and retrieval center in therapeutic recreation. Published and unpublished articles, books, conference proceedings, and other materials are acquired, abstracted, and indexed for storage in TRIC's computer-based information retrieval system. The TRIC data base has been developed from a systematic search of selected information sources for the period from 1965 through 1970. Information requests will be handled by the Therapeutic Recreation Center without charge; users will be requested to provide a brief evaluation of the relevance of material retrieved in relation to the information request. Direct information requests to TRIC – Department of Recreation and Leisure Studies, University of Waterloo, Ontario, Canada.

A USEFUL PUBLICATION HAS RECENTLY BEEN TRANSLATED into Spanish. *Scouting for the Mentally Retarded* is now available from Fundacion para Servicios a Ninos Mentalmente Retardados de Puerto Rico (1422 Americo Salas, Santurce, Puerto Rico) at $1.25 per copy including handling and mailing charges. Additional information about this publication and programs for mentally retarded in Puerto Rico can be obtained from Senora Eva Lopez, president of the organization.

AFTER TWO YEARS OF CLASSROOM TESTING/EVALUATION, the *Me Now* life science program for the mentally handicapped is available. *Me Now* is a complete set of materials for a two-year instructional block consisting of four units: *Digestion and Circulation, Respiration and Excretion, Movement, Support and Sensory Mechanisms*, and *Growth and Development*. Test results demonstrate that objectives have been achieved for the three-year project which was conducted by the Biological Sciences Curriculum Study (BSCS), Boulder, Colorado, under a grant from the Bureau of Education for the Handicapped. All materials, including a teaching guide, are available from Hubbard Scientific Company, P.O. Box 105, Northbrook, Illinois 60062. Additional information, including evaluation reports, may be obtained from BSCS, P.O. Box 930, Boulder, Colorado 80302.

ARTS AND CRAFTS STUDENTS IN THE LAKELAND VILLAGE (Medical Lake, Washington) special education service won many awards at the Spokane Interstate Fair. Blue ribbons were won for puppets, water colors, stitchery, and ceramics; red ribbons for ceramics, stitchery, and a map. Three mildly retarded young men from Lakeland Village were the first participants in a pilot skiing program recently initiated by the institution; plans are being made to establish a regular skiing program. For additional information contact Superintendent, Lakeland Village, P.O. Box 200, Medical Lake, Washington 99022.

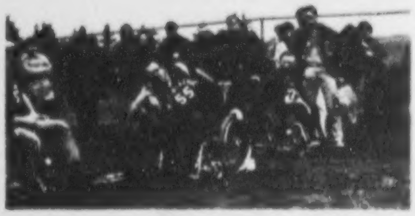
Cross-Country Challenges

New Mexico is integrating mentally retarded youth into normal community settings. Fourteen residents of Villa Solano, one of the state's three training schools for the retarded, are attending classes at a nearby high school. The residents are enrolled in vocational agriculture, driver education, general science, language arts, physical education, and music courses. Two of the retarded students tried out for and made the school's football team. The primary objective of the project is to provide a means by which the Villa Solano students can develop socially and identify with normal teenagers in dress, interests, and behavior. For additional information contact Carole Gorney, Public Affairs Director, Department of Hospitals and Institutions, 425 Old Santa Fe Trail, Santa Fe, New Mexico 87501.

Ronald Bruce Nipon Association (Philadelphia, Pennsylvania) is trying to locate recreation and socialization programs for mildly retarded young adults. It is hoped such contacts will lead to some kind of alliance by which mildly retarded young adults from around the country can communicate and have reciprocal kinds of visits and/or regional or national meetings in much the same way as fraternities or sororities. Since its founding in 1965 members of the association have taken trips to Atlantic City, New York City, Washington, D.C., Montreal, Canada, and Niagara Falls, Ontario; early in May a group from Ontario is coming to Philadelphia for a visit. On June 4, members of the Association will leave by jet for a week in London. This trip has come about because of the large number of members who have secured excellent paying jobs in federal government and private industry during the last three or four years; many have accumulated savings and wanted to take a trip outside the United States. Recently the Association was visited by the director of a program similar to the Nipon program from Essex, England. Pen-pal relationships developed between Philadelphia and Essex so all are now looking forward to meeting each other in June. Contact Irv Segal, Director, Ronald Bruce Nipon Association, 6335 North Broad Street, Philadelphia, Pennsylvania 19141, for details.

Royal Palm School (West Palm Beach, Florida) received for the third year a flag of recognition from the President's Council on Physical Fitness and Sports for the percentage of students who have passed the Council's physical fitness test. Royal Palm is the first school for the handicapped in the country to be recognized three consecutive years. Additional information about the program and/or visits to see the program in action can be obtained from David Cantley, Director of Physical Education, Royal Palm School, West Palm Beach, Florida.

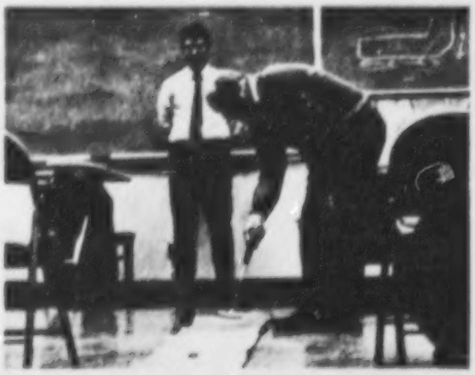
Home of Hope (Vinta, Oklahoma) a residential center for mentally retarded adults 18 years of age and over, combines the best qualities of a home, school, and recreation center; it is also classified as an intermediate care facility. This center had its beginning in the spring of 1968 through a community effort stimulated by parents and professional leaders aware of the continuing need of the over-eighteen mentally retarded adult. This led to purchase of a home to provide an attractive facility with an atmosphere conducive to family living, learning, and recreation. Financing for remodeling and equipping the home was secured through a nonprofit corporation and through donations and loans from individuals, clubs, and businesses; repayment is to be made after a 15-year period. Month-to-month financing is accomplished through payment of monthly fees made by parents or through Medicaid. Other income is derived through grants and gifts of money and equipment. Original enrollment was eight residents; ten months later the home was filled to capacity of 35. Changes in room arrangements increased enrollment to 48 and provided a waiting list of about 20 others. Those who reside at the home have mental ages of 2 through 9 years and chronological ages between 18 and 39. A workshop and recreation center, now under construction, will make it possible to increase population to about 56. Hope provides a full schedule of activities that include bowling, swimming, shopping, movies, and athletics as well as weekly church attendance. The Home sponsors the Hi Hopes, a popular choral group that entertains throughout Vinta and the state area, emphasizing the mentally retarded person's ability to contribute and be a part of the community. All residents are recipients of an individually designed and scheduled program planned to benefit the older mentally retarded person. Job assignments in housekeeping, dietary, and maintenance provide tasks as simple as dusting to the more complex ones of operating the commercial dishwasher or conveyor floor buffer. Class activities range from personal development, letter writing, or current events, to arts and crafts, sewing, weaving, and simple woodworking. Music and recreation are daily activities given emphasis and importance in the work activity schedule. A volunteer auxiliary operates a Thrift Shop for the Home as well as donating hours of service and companionship. A 60-passenger bus is a community contribution that enhances day-to-day living for all residents. Maintenance of this atmosphere and continued search for self-discovery through acquired skills, social abilities, and community relationships will remain the goal and purpose of Home of Hope. Additional information can be obtained from Ruth Smith, Administrator, Home of Hope, P.O. Box 200, Vinta, Oklahoma 74301.



SCOUTING FOR THE HANDICAPPED WAS THE SUBJECT OF A special one-day workshop sponsored by the National Area Council, Boy Scouts of America. William P. McCahill, executive secretary of the President's Committee on Employment for the Handicapped served as chairman for the day's activities which included sessions on integrating the handicapped into regular units, working with mentally retarded boys, organizing Scout units for the handicapped, utilizing and obtaining community resources—people, materials, and media, visual aids, literature and materials, local council services for the handicapped, and games and activities. Congressman Gilbert Gude, longtime supporter of Scouting and programs for the mentally retarded, was guest luncheon speaker. Lucien H. Rice, director, Scouting for the Handicapped, Boy Scouts of America, North Brunswick, New Jersey 08902, participated in the program and showed the new Scout sound strip *On the Road to Light*, depicting impaired, disabled, and handicapped Scouts in action. Further information about the program can be obtained from Larry Volin, President's Committee on Employment for the Handicapped, Washington, D.C. 20210.

PLYMOUTH STATE HOME AND TRAINING SCHOOL (MICHIGAN) applied a unique buddy system in its day camp program last summer. The program ran five weeks with 20 retarded and 20 normal children participating in each weekly session. Each community child was paired with an institutional resident and together they shared in camping activities. The camp proved to be a valuable learning experience for both groups of children. Residents from the state home were exposed to a more normal camp situation and the children from the community gained an awareness of mental retardation. Contact Joseph N. McCall, Director of Information Office, Department of Mental Health, Lewis Cass Building, Lansing, Michigan 48926 for additional information.

FIVE YOUNGSTERS FROM BOULDER RIVER SCHOOL AND Hospital (Montana) are learning to swim. The unusual thing about this small class is that all participants are either blind, deaf, or doubly impaired, and all suffer from some degree of mental retardation. Since the children can neither see nor hear, touch and sensation play an important role in instruction techniques. They all react positively to weightlessness in the water and are quite pleased with the feeling of buoyancy. An important side benefit has been the marked improvement in the children's behavior and physical development. For more information, contact Doug Barnes, Recreation Director, Boulder River School and Hospital, Box 87, Boulder, Montana.



Several other states have obtained specialized consultant and/or supervisory personnel in physical education and recreation at the state level through various funding sources. Texas, Kansas, and New Jersey Associations for Retarded Children have received special grants through Developmental Disabilities Services for personnel of this type. New York has received a planning grant from the Bureau of Education for the Handicapped for a part-time physical education consultant in the Division of Special Education. Wisconsin has had a position of this type for several years. Puerto Rico will soon add a special physical education consultant in the State Department of Education and the Oklahoma Association for Retarded Children has just initiated a mobile unit in physical education and recreation for the mentally retarded.

THE NATIONAL VARSITY CLUB IS DESIGNED TO HELP GET every boy into school varsity, junior varsity, and intramural programs. All materials ordered through the National Varsity Club, including films, planning guide, booklets, posters, and awards, are sent to participating schools absolutely free. Apply for membership and obtain additional information and materials from National Varsity Club, P.O. Box 296, Rumson, New Jersey 07760.

Closer Look IS AN INFORMATION SERVICE WHICH WAS established to help parents and others find services for children with mental, physical, emotional, and learning handicaps. This past year over 35,000 people wrote seeking information. Most were parents; some were taking a closer look at their child wondering if he might have special needs. Others knew the nature and degree of their child's problem, but wanted suggestions for day or residential schools. The remaining requests for information came from professionals and students. All information and materials, including a periodic newsletter, are available without charge. Direct requests to Closer Look, Box 19428, Washington, D.C. 20036.

Another newsletter of interest to readers is *Newsletter Exceptional Child Research Program*, Teaching Research, Oregon State System of Higher Education, Monmouth, Oregon 97361.

Cross-Country Challenges

In Love With Humanity, a publication/brochure of Future Homemakers of America, 2010 Massachusetts Avenue, N.W., Washington, D.C. 20036, is designed to help youth increase their awareness of impaired, disabled, and handicapped persons and contribute to enriching the lives of the handicapped. This project was devised by a national student officer of FHA because of her long standing interest in persons with handicapping conditions. Sections deal with educating the public, preventing birth defects, volunteer work, initiating programs and activities for impaired, disabled, and handicapped persons and groups. Copies are available from FHA at 20 cents each.

United Parents for Exceptional Children of Kankakee County, Illinois, a private, non-profit agency funded by a state department of health grant and a federal staffing grant, sponsors summer day camp and academic year recreation programs for mentally retarded children. The staff consists of a coordinator and eight full time employees. During the academic year the program includes a variety of activities including swimming, dancing, football, archery, badminton, and soccer. The summer program provides social training, arts and crafts, academic sessions, swimming, and varied recreational activities. Both programs are designed to promote recreational and physical development so that students can participate in public supported recreational activities. Although approximately 250 children are now served regularly, this represents only about 25 percent of children needing such services. Contact William R. McKinney, Recreation Coordinator, United Parents Programs for Exceptional Children, 258 East Court Street, Room 312, Kankakee, Illinois 60901 for additional information.

Schieb Opportunity Center, San Marcos, Texas provides supervision and training for mentally retarded persons of all ages and levels not served by existing community programs. Center programs are geared toward socialization and physical development. At the present time this Center serves 16 adolescent and adult mentally retarded persons. Plans are being made to admit pre-school children who need specialized training. The Center is a joint effort between Hays County Community, Austin State School, and Austin State Hospital. Austin School provides local staff, supportive services, and program supervision. It is anticipated that as the program expands it will encompass more mental health activities with support and supervision from Austin State Hospital. Contact Theresa Harman, Director, Scheib Opportunity Center, 409 Cheatham Street, San Marcos, Texas, or Mrs. Nicci Harrison, 335 Veramendi Street, San Marcos, Texas, for additional information about the Center.

Two hundred convicts from correctional institutions in Norfolk and Concord, Massachusetts have earned parole in the last four years by helping mentally retarded persons and mentally ill patients in state hospitals. Similar programs are underway at the Minnesota State Prison; Harrisburg, Illinois; Lorton, Virginia; and Maryland State Penitentiary.

A prolonged study of children born into extremely adverse circumstances has convinced Dr. Jerome Kagan, Harvard psychologist, that even the most intellectually handicapped can catch up. The human brain is far more *plastic* than is generally recognized according to Dr. Kagan who made his report before the 139th annual meeting of the American Association for the Advancement of Science in Washington, D.C. in late December. After spending seven months in San Marcos, a primitive poverty-ridden Guatemalan village where malnutrition and disease are rife, he concluded that mental effects of early childhood malnutrition and a deprived social environment are largely reversible. Using tests fair to persons of diverse cultural backgrounds, he found very young children in the village to be more profoundly retarded than even disadvantaged youngsters of the same age in the United States. But to his surprise, this condition began to wear off as soon as the children began to walk and be stimulated by their environment. The test scores of 11-year olds in the village showed them to be as bright and capable a group of youngsters as those of the same age anywhere. Their intellectual capacities of reason, inferrence, and analysis were also equivalent. What people do not realize is that teachers, the public, and the poor themselves expect disadvantaged children to fail. If instead of taking this for granted, schools concentrated on building each youngster's self-esteem, most children, no matter how ill-prepared, could be expected to do well. Children are more likely to learn and master skills involved in reading, writing, and mathematics if they first gain confidence in their ability to do well at other things. Many children from disadvantaged homes have artistic and musical talents, work well with their hands, or are verbally articulate. If schools would recognize these assets as valuable and encourage students to take pride in them, disadvantaged boys and girls would succeed all along the line.

Brad Harrison, San Marcos, Texas, former poster child for the Texas Association for Retarded Children who was featured in the September/October 1971 *Challenge* recently bowled his first *600 series* with *individual games* of 222, 215, and 176.

More than 300 residents of Lakeland Village, Medical Lake, Washington participated regularly in a general swimming program last summer. Anyone who desired to participate was allowed to swim. There were no restrictions because of age, condition, or residence. At the programs end 54 swimmers received Red Cross Certification at various achievement levels. A special therapeutic program was conducted weekly for 71 residents with physical handicaps. "This was wonderful exercise for them," stated swimming instructor Steve Allen," and was also physically beneficial because "we could help on a one-to-one basis."

A rowing machine to promote physical fitness was given to the Blind-Retarded Unit at Lakeland Village, Medical Lake, Washington by the Rosalia Lions Club. A total exercise machine, it works on all body muscles and has been very effective with multiply handicapped residents.

Play is a child's first means of learning, but a handicapped child is likely to be set apart from playmates by lack of mobility. Such a child needs extra help from his parents in learning to play, in developing motor and perceptual skills, and relating to other children. *Your Child's Play*, a booklet for parents, is available from the education department of the National Easter Seal Society for Crippled Children and Adults, 2023 West Ogden Avenue, Chicago, Illinois 60612.

Twelve men from the Penitentiary of New Mexico have formed the Concerned Convicts for Children Club to help retarded children in that state. Each weekend the men donate their free time to working at Santa Maria El Mirador, a private home for retarded boys located forty miles from the prison. In addition to providing companionship for the 16 boys living at the home, the men help with repairs, unkeep of the grounds, and harvesting crops from the home's small farm. Father Cyrillos Maria, director of El Mirador states "the companionship provided to the boys by the men is as valuable as the physical labor they do on the farm." The inmates recently held a variety show to raise funds for El Mirador and other community projects.

Explicit in the *Goals in Special Education* recently announced by the New Jersey State Board of Education is assurance that all ancillary services – physical education, art, music, industrial arts, home economics – be provided handicapped children on an equal basis with the non-handicapped. New Jersey Commissioner of Education Carl L. Marburger has notified all school districts in the state of this position. For additional information contact Thomas M. Vadola, Township of Ocean School District, Dow Avenue, Oakhurst, New Jersey 07755 or Ilene E. Ackner, recreation director, NJARC, 97 Bayard Street, New Brunswick, New Jersey 08901.

"Exploitation Seen in Eye Training to Overcome Learning Disability" by Johanna H. Weekley in a recent issue of *Family Practice News* presents pros and cons of recent emphasis upon visual-perceptual function, problems, and relationship to academic/cognitive performance, especially in reading. The article deals specifically with current conflict between ophthalmologists and optometrists and should be read and analyzed by everyone involved in programs and activities for children and youth.

Special Education Instructional Materials Center located at Hunter College, Box 390, New York, N.Y. focuses on early childhood education and parent education with emphasis on the latter. During the past summer a special project was conducted in which several kits were developed. One of these lists programs, schools, and related activities throughout New York State, and another provides listings and materials including booklets, pamphlets and reprints about various disability areas aimed at parents.

Yerba Santa Campgrounds, a 212 acre camp designed for handicapped youngsters opened August 1 in the Laguna Mountains of San Diego. The new facility's five tent pads blend in with four regular camp grounds within the El Prado site in the Mt. Laguna recreation area of the Cleveland Forest. The design is planned so that young children can participate in group camping with only limited assistance from relatives or friends. Specially designed wheelways, benches, tent pads, trash cans, tables, lights, water fountains, and toilets have been included to make the camp pleasant and accessible for the handicapped while maintaining a natural effect. Since last fall civic organizations have raised $18,000, volunteers have provided hundreds of hours of labor, and tons of building materials have been donated to make Yerba Santa a reality. A group of Navy Seabees volunteered three weekends of heavy construction work, U.S. Forestry personnel contributed a number of man hours, and hundreds of other volunteers worked on the project from time to time. Among community organizations that volunteered help were Alpha Phi Omega fraternity at California State University at San Diego, Del Cerro Junior Women's Club, Kearney Mesa Rotary Club, and Project Concern.

Helping a handicapped person improve his physical appearance through exercise can improve his chances of getting a job. Researchers at the Kennedy Child Study Center in Santa Monica, California explain that planned exercise such as calisthenics and rhythmic activities improve a person's image of himself. An improved self-image brings about an improvement in the key attributes employers look for in hiring. These include motivation, behavior, posture, and general attitude. Thus, the employer is more apt to say "yes." The center experimented with exercises for two dozen handicapped young people, mostly mentally retarded and mentally ill; their self-images improved greatly.

Cross-Country Challenges

A unique camping program in Charlottesville, Virginia brings together both handicapped and non-handicapped children under the direction of high school and college volunteers. The camp takes place on the grounds of Bloomfield, a home for handicapped children. The three-week camp is designed to enable the Bloomfield residents to learn new skills on an equal basis with other area children and to let them see for themselves that they can do some things as well as, if not better than, non-handicapped children. In addition, it gives everyone the chance to make new friends. Volunteer high school students from the Youth Action Commission and University of Virginia students working through Madison Hall, a Charlottesville organization which channels University of Virginia students desiring to do volunteer community work into appropriate areas, assisted the campers. Last summer a volunteer worker took one of the residents home for a visit and her family decided that Bloomfield would have to do without their guest in the future. They made her a permanent member of the family. Bloomfield is supported by donations and by the fees paid by some parents. The children also receive funds from the Crippled Children's Association, the Muscular Dystrophy Fund, and welfare. For further information contact Frederick Noble, president, Madison Hall, 1908 A Lewis Mountain Road, Charlottesville, Virginia 22903.

Benny Beck, Enid State School, is the first Boy Scout from an Oklahoma institution for the mentally retarded to reach the rank of Eagle Scout. Beck, 19, completed the requirements in six years and his program, as rugged as any Scout would face, taught him to cook, fix tents, row a boat, canoe, and save lives. Wes Jurey, his former Scoutmaster, believes that "scouting helped him in developing his attitude, his confidence in himself, and his ability to realize what his shortcomings are. It helped round him out as a complete person."

Accent on Living, a national magazine for disabled persons, provides new ideas as well as information on national activities for the handicapped. Topics covered include inventions, information on employment and education, and medical, social, recreational, vocational, and therapeutic news. The magazine stresses that it is the environment that handicaps the disabled individual, and if he can change his environment, the handicap is gone. For further information write Accent on Living, P.O. Box 726, Bloomington, Illinois 61701.

Hazelhurst, Georgia is the site of the new School for Multi-Handicapped Children which is designed for youngsters having two or more handicaps and confined to a wheelchair. The school opened its doors in September, 1972 to eight students. These included a cerebral palsy victim who is learning to talk, a hydrocephalic who has been taught to crawl a short distance, and a blind girl who is gradually becoming aware of her surroundings. Each child is taught regular academic subjects according to learning ability. In addition, health education is taught including cleanliness, body care, movement exploration, safety, behavior, and recreation. The school is funded by the State of Georgia under the State Aid Program and eligibility is based on medical, educational, and financial criteria. Selection is made by the steering committee of the Aid Program.

If a blind person can function in society, we no longer think of his blindness; if a person is an epileptic and can function in society, we no longer think of his epilepsy; if a person is mentally retarded and can function in society to the best of his ability, can we continue to think of him as retarded? The blind person is still blind, the epileptic still has epilepsy, the mentally retarded person is still retarded, but each of them has the dignity of experiencing those aspects of life that are common to all mankind with the limits of their impairment or disability. As a speaker at the Fifth International Congress on Mental Retardation in Montreal said, "There is nothing inherent in the mentally retarded to produce a handicap." Handicaps are placed on retarded individuals because of ways they are treated by all of us.

A comprehensive study in Virginia designed to provide a basis for developing diagnostic, preventative, and remedial programs for children found deficient in necessary psycho-motor skills is nearing completion. The project has involved selecting and developing assessment measures, screening 4,500 children, and testing 1,500 children in kindergarten through fourth grade. Recommendations are to be made for changes or additions to existing elementary school curricula and for teacher training programs and activities. The study has already resulted in identification of several specific psycho-motor factors and a number of unique behavioral patterns. *The Purdue Perceptual-Motor Survey* and a newly developed Virginia checklist for teachers have been primary instruments used in the project. The Virginia Department of Education is among the first to recognize the importance of psycho-motor skills and to sponsor a major study of these characteristics among school children.

A ***Visual Perception and Motor Coordination Program for Educable Mentally Retarded Children*** has recently been completed at River Road School, Mt. Pleasant School District, Wilmington, Delaware. The two year research project was sponsored by the Delaware Foundation for Retarded Children. In the project, training began on an elementary level and advanced systematically to fine fusion exercises. The second year combination of visual examination and training plus motor coordination resulted in all children demonstrating a higher degree of improvement in all areas tested. It also indicated that if a choice of activities must be made, visual perception should be emphasized if the desired result is academic progress, while preference should be given to motor coordination if the program objective is to improve physical appearance and dexterity. Special emphasis was given to the importance of complete cooperation and participation of both parents and classroom teachers to the overall success of the program. Detailed information concerning background test results and training methods is available from the Delaware Association for Retarded Children, P.O. Box 1896, Wilmington, Delaware 19899.

Toledo, Ohio's Organized Recreation for the Community's Handicapped (TORCH), sponsored by the city's Division of Recreation, is a recreation program designed for the area's handicapped persons. TORCH provides badly needed recreational opportunities to all of the Toledo area's physically and mentally handicapped. The program is designed to provide opportunities for socialization, recreation, therapy, and skills training. The TORCH staff is made up of professionally trained men and women in the fields of special and elementary education, physical education, speech and hearing therapy, psychology, social work, physical therapy, arts and crafts, and swimming. Separate programs are scheduled for various groups that participate in TORCH. Groups are determined by interest, age, referring organization, and physical and mental limitations. Additional information about these groups, the advisory board, the experience of the TORCH staff, and the strong dedication to having fun, can be obtained from Kathy Carter, 2201 Ottawa Parkway, Toledo, Ohio 43606.

Computer based resource units (CBRU's) provide opportunities for individualized instruction in a variety of subject areas including physical education and health education. *Movigenics*, *Physical Conditioning*, and *Visual-Motor Development* are available from Computer Assisted Planning, Communications Center, Professional Studies Research and Development Complex, State University College at Buffalo, 1200 Elmwood Avenue, Buffalo, New York 14222. Units in health education include *Alcohol*, *Dental Health: Health Status*, *Disease Prevention and Control*, *Drugs: Mood Modification*, *First Aid and Survival*, *Nutrition*, *Safety Education*, and *Tobacco*.

If you're looking for a new, fun way to help youngsters develop balance, try barrel stave activities. Youngsters can stand on the staves and rock from side to side or from front to back. To increase or decrease difficulty, the position of the arms can be changed. Surfing activities can be done in a kneeling position and twisting from any position can be added for interest and challenge. Youngsters can be encouraged to devise their own activities and stunts in various positions such as on the side, back, or stomach. Additional information about barrel stave activities can be obtained from Richard Jones, physical education instructor, Coy Elementary School, Oregon, Ohio or from the November 15, 1972 issue of Physical Education Newsletter, P.O. Box 8, Old Saybrook, Connecticut.

Over 200 residents at A. L. Bowen Children's Center, Harrisburg, Illinois 62946 recently completed the Basic Motor Fitness Test as part of the fall physical education program. Charles Fields, director of the program, indicated that test results are used to determine the level of a child's physical ability prior to beginning the physical education program. It has been reported that two Children's Center employees, a mental health technician and a vocational instructor, also took the test and performed remarkably well in the events although one did see his chiropractor the following day!

The Handicapped Children's Early Education Program in the Bureau of Education for the Handicapped has funded segments of the *Misterrogers' Neighborhood* TV program. Objective of this funding is to attack negative attitudes by encouraging the acceptance of handicapped children by non-handicapped children. Segments of this pilot programming effort will be shown the week of January 15-19 with a series describing "Planet Purple" where everything is the same; February 5-6 when children's author Ezra Jack Keats will read a story about a blind child; and February 19-23 when a handicapped person will be seen realizing a dream come true when he opens a soda fountain. Professionals in the field will be asked to write evaluations of these segments to guide BEH in planning future programs.

Roosevelt School, 315 North Vernon Avenue, Pasadena, California 91103 has 190 physically and mentally handicapped students 3 to 21 years of age who are enthusiastically involved in the Run for Fun project. The students run, or wheel without pushers, one-sixth mile or more per day on turf or a black top track. Participants are encouraged to cover 10 miles in 60 days. A Roosevelt Roadrunner 10-mile ribbon is presented at the Friday morning flag ceremony to those who have passed the 10-mile mark during the week. So far, 100 students are 10-milers, 30 have received 25 mile patches, and one has passed the 100 mile mark. Goals of the project are to improve strength and endurance and instill a feeling of success. Many teachers run with their students to emphasize the program. Additional information can be obtained from Joan Simons at Roosevelt School.

Cross-Country Challenges

Project ACTIVE (All Children Totally Involved Exercising) focuses on providing preservice and inservice training programs for physical education/recreation teachers who have established, or hope to begin, individualized programs for impaired, disabled, and handicapped children. The project has been accorded high priority by both federal and New Jersey State Department of Education officials. The first year of the grant will be devoted to (1) validating a teaching model, (2) developing a teaching model kit, (3) identifying teachers/administrators who are establishing programs and desire to take the inservice course, (4) selecting facilities to be used for the pilot inservice program, (5) securing students with a variety of handicapping conditions to serve as subjects for teacher practicuum experiences, and (6) conducting a publicity campaign. The Township of Ocean Developmental and Adapted Physical Education Program for the Handicapped has been identified as a model for the state of New Jersey. Presently a model kit is being developed which will consist of a teacher's manual providing step-by-step procedures for individualizing instruction, an organizational manual with specific guidelines for providing the teacher training program, a student workbook of learning experiences with specific activities for vitally involving handicapped children in the learning process, and a packet of audiovisual materials that may be used in conjunction with other kit products. Additional information and specific details can be obtained from Thomas M. Vodola, project director, Title III Teacher Training Program, Ocean Township School, Oakhurst, New Jersey 07755.

Cycles is a bi-monthly newsletter with information on the 96 projects funded by the Handicapped Children's Early Education Act. This relatively new program, administered by the Bureau of Education for the Handicapped, Department of Health, Education, and Welfare, is designed to develop and demonstrate effective approaches in assisting handicapped children during their early years and is structured so that other communities can adopt exemplary program components to meet their own needs. A national goal has been set for educating all handicapped children by 1980. *Cycles* is published for the First Chance Network by the Media and Information Division of the Technical Assistance Development System, a support system for preschool projects. T.A.D.S. gives technical assistance to projects when requested and can be contacted at the University of North Carolina, 625 West Cameron Avenue, Chapel Hill, North Carolina 27514.

The School Daze of the Learning Disability Child is a parent/professional communication kit designed to (1) identify implications of learning disabilities for parents and teachers of the handicapped and non-handicapped population; (2) serve as a professional tool for parent counseling and education; (3) encourage better use of community resources; (4) provide parents and professionals with constructive proposals for gearing the educational system to meet the needs of learning disabled children; and (5) encourage support for educational programs at federal, state, and local levels. The kit contains two color filmstrips with audio cassettes, a resource and information booklet for parents of children with learning disabilities, recommendations from the National Project on Learning Disabilities in Children, and a listing of Special Educational Instructional Materials Centers and their associate centers. Additional information about the kit can be obtained from Alpern Communications, 220 Gulph Hills Road, Radnor, Pennsylvania 19087.

Inflatable mattresses, tubes, and cushions that are of particular benefit to physically and mentally handicapped children are being manufactured in the United States. Even children with severe, profound, and multiple handicapping conditions can manipulate and control inflatables with ease and use them to develop movement. Trials and tests with children suffering from a wide range of mental and physical handicapping conditions have shown that the varying shapes and mobility of inflatables help children explore their environment. The standard tube, 10′ long by 2′ in diameter when inflated, is linked in different ways to form two types of mattresses. One mattress, made up of six tubes, has a soft yet stable surface on which youngsters can play safely. The other, a soft mattress, provides a more mobile, less stable surface which involves children in continual movement. It is formed by four standard tubes linked to make a square which encloses a large inflatable cushion. Inflatables are easy to clean and assemble, and can be completely stored when not in use. Other designs now available are a circular cushion with an inflated diameter of 6′ and an 18′ long tube designed to aid semi-ambulatory spastic and cerebral palsied children. By straddling a tube a child can edge his way along its full length receiving sufficient support to encourage walking and standing. Additional information on inflatables, which are manufactured under license from the Royal College of Art in England where they were designed, can be obtained from the Committee for New Materials for the Handicapped, 1 State Street, New York, New York 10004.

Cross-Country Challenges

The Office of Mental Retardation Coordination has been established under the direction of Wallace K. Babington to replace the Secretary's Committee on Mental Retardation in the U.S. Department of Health, Education, and Welfare. Functions of the new federal unit are to (1) coordinate and evaluate the Department's mental retardation activities; (2) serve as a focal point for considering Department-wide policies, programs, procedures, activities, and related matters relevant to mental retardation; (3) advise the Secretary in regard to issues related to the administration of the Department's mental retardation programs; and (4) serve as liaison for the Department with the President's Committee on Mental Retardation. Information about the unit and publications formerly issued by the Secretary's Committee on Mental Retardation are available from the Office of Mental Retardation Coordination, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201.

Civic service groups such as Junior Chambers of Commerce can successfully generate recreation and camping programs for the retarded according to William B. Robertson, a member of the President's Committee on Mental Retardation. He helped launch programs of skating, bowling, and fine arts as a Jaycee in Roanoke, Virginia. Ultimately the Jaycees persuaded the city to take over the program and then turned their attention to raising funds for a summer camp which has served retarded youngsters the last two summers. Camp Virginia Jaycee is located in the foothills of the Blue Ridge Mountains adjacent to Jefferson National Forest near Roanoke. The camp site was purchased and is being developed by the Virginia Jaycees through annual sales of a typical Virginia product – apple jelly is sold statewide to support the camp and its activities on Apple Jelly Sunday. Continuing development and operation of Camp Virginia Jaycee is a joint project between Virginia Jaycees and the Virginia Association for Retarded Children.

Many Virginia high school and college students took a *Walk for Mankind* (Project Concern) during the spring of 1972. This past summer many of these same young men and women spent part of their vacations at Camp Virginia Jaycee adding to and improving the facilities. Not only did funds raised – about $50,000 – finance camp projects, including a barn that will be used for farm animals to add new dimensions to the program, but each participant in this *Adventure in Concern* paid for the privilege of helping his fellow man. Additional information can be obtained from Shirley Merrill, Camp Virginia Jaycee, R.F.D. #1, Blue Ridge, Virginia 24064, or Project Concern, 3802 Houston Street, San Diego, California 92110.

Alpine Challenge Encounter provides individuals with physical or mental limitations the challenge and reward of wilderness experiences. Remote and wild areas for all types of outdoor experiences are made accessible to people with physical and mental limitations. Established programs include archery, backpacking, hiking, and ski touring for the blind. For persons limited to wheelchairs, programs are offered in backpacking, archery, and mountaineering. A wheelchair trail is currently under construction on Elk Mountain in Colorado. Other programs being developed include fly casting, technical rock climbing, wilderness survival, orienteering, archery hunting, bowfishing, and wildlife observation. Additional information may be obtained from Max Morton, c/o Men's Physical Education Department, Colorado State University, Ft. Collins, Colorado 80521.

The theme of the first of 50 short films to be shown on the CBS *Captain Kangaroo* show is *Oops, I Made a Mistake.* Prepared for the Office of Child Development, the 3½-minute film segments combine animation and live action, a cast of cartoon characters and real boys and girls, in a series designed to help young children become familiar with good nutrition and health care, learn to cope with such everyday emotions as fear, anger, loneliness, and disappointment, and understand such concepts as sharing and the rights of themselves and others. This marks the first time a government-sponsored program has been presented on a national commercial network. The messages are designed to contribute to a child's sound growth and development by conveying ideas and concepts he can absorb and carry out by himself. The major thrust is to help children develop a good self-image for it is this more than anything else that determines their future social competence and emotional health. The series attempts to show children that they are important and that their feelings and needs are recognized and taken seriously by adults.

A unique teaching program, recreational resources, and innovative instructional facilities will be provided in a new school in Modesto, California for 60 trainable mentally retarded children between the ages of five and 15. Students from a nearby elementary school will serve as teacher aides and will enable the mentally retarded youngsters to meet and work with others their age. The aides, in turn, will discover that mentally retarded children are not much different from themselves. A park near the school will provide recreational facilities, including a swimming pool. The special educational building will be pentagon shaped with moveable interior walls. The flexibility will allow for one large team-teaching classroom and up to five smaller units. The center will be the first built for trainable mentally retarded by the Modesto School District. The new facility will make it easier for teachers to give the children individual attention not always possible in regular schools.

VI. BOOKS

Kathleen Abernethy, Judy Cowley, Harold Gillard, and John Whiteside. *Jumping Up and Down: A Manual of Motor Activities to Develop Balance and Coordination.* San Rafael, California: Academic Therapy Publications, 1539 Fourth Street, 1970. $2.00
A wide range of activities suitable for boys and girls 5 to thirteen years of age are contained in this publication. Individual, partner, and group activities with and without equipment are presented in the following areas: warm-up, balance, springing and landing, strengthening, cardiorespiratory, flexibility, and floor routines. Simplicity in presentation and extensive use of stick-figure illustrations facilitate selection and application of material.

Lida L. McCowan. *It Is Ability That Counts: A Training Manual on Therapeutic Riding for the Handicapped.* Olivet, Michigan: The Olivet Press, Olivet College, 1972.
This publication is based on the experience of the author as executive director and head instructor of Cheff Center for the Handicapped, Augusta, Michigan, as she provided necessary leadership to develop therapeutic horseback riding programs. Although covering subject matter in depth, this book is written simply and directly in language easily understood by persons with little background in the area. It is designed for anyone interested in developing programs of this nature. Specific chapters deal with program organization, day-to-day administration, selection of mounts and stable management, training of mounts, and therapeutic riding.

Medora S. Bass. *Developing Community Acceptance of Sex Education for the Mentally Retarded.* New York, New York: Sex Information and Education Council of the U.S., 1855 Broadway, 1972. $2.00
This guide for parents, schools, and community agencies explains in detail (1) why retarded especially need family life and sex education programs, (2) parents' concerns and questions about sex education of their retarded children, (3) what concepts programs can and should cover, (4) a program of meetings to develop understanding, support, and involvement of parents, school personnel, and members of the community. Extensive list of curriculum guides, articles, books, and booklets for parents and children, and appropriate films and filmstrips are included.

LAYNE C. HACKETT. *Movement Exploration and Games for the Mentally Retarded.* Palo Alto, California: Peek Publications (4067 Transport Street), 1970.

Although movement exploration has been used effectively by many individuals who teach and deal with the mentally retarded, little has been written about its specific application to programs for the retarded. This book helps fill a specific void for information and materials in this area for physical educators, special educators, classroom teachers, recreation specialists, volunteers, and parents.

The contents—activities, methods, approaches, procedures, patterns, and concepts—are representative of what has been well received by retarded boys and girls with whom the author has worked. Layne Hackett applies her knowledge of and experience in elementary school physical education in general and movement exploration in particular to programs for the mentally retarded. All of the material in the book has been used successfully many times at the Joseph M. McKinnon School for the Mentally Retarded and in workshops and in-service programs conducted by the author.

Chapters deal with body image, space awareness, self-confidence, visual focusing, balance, and hand-eye coordination. Valuable inclusions are sections which outline games and other appropriate applications of various skills, patterns and concepts; ways are shown to use each of these in increasingly complex situations. Activities are given significance and purpose; they are fundamental, meaningful, practical, and can be used to introduce or to reinforce a variety of perceptual or cognitive concepts, ideas, and processes. Movement is given a perspective which emphasizes its great potential for significant impact upon educating, training, habilitating, and rehabilitating the mentally retarded. Summary and classification sections and equipment lists and specifications will be of special help and value to the reader.

The *Bicycle Blue Book*, which provides helpful information about good safety habits for cycling, is being offered free of charge by the Public Relations Department, Goodyear Tire and Rubber Company, Akron, Ohio 44316. Rules, traffic laws, night riding, safety tips, and bike maintenance are included along with a safety inspection check list. Pictures, animated figures, and other means of visualization make this booklet appropriate for use with many mentally retarded children and those with learning disabilities.

B. L. Freeman and Jean Mundy. *Habilitative Recreation for the Mentally Retarded.* Birmingham, Alabama: Center for Developmental and Learning Disorders (University of Alabama in Birmingham, 1720 Seventh Avenue, South), 1971.

This manual emphasizes the philosophy which undergirds habilitative recreation and attempts to familiarize the recreator with the prerequisite skills for developing such programs. Recreation's role in the multidisciplinary approach is discussed in terms of philosophy, program planning, conceptualization of recreation programing for the mentally retarded, and administrative problems encountered in habilitative recreation. The big difference between habilitative recreation and general recreation is not in *what* is done, but *why* it is done. The three characteristics which distinguish habilitative recreation from other recreational programs are: (1) it is based on evaluation; (2) it is goal oriented; and (3) it is sequential in nature. Various models for implementing programs are presented and discussed.

Joseph Corrado and James Reed. *Play With a Difference.* New York, N.Y.: The Play Schools Association Inc. (120 West 57th Street), n.d.

This book reports a five-year on-site staff training program at Letchworth Village, a New York State school for the retarded. The project, initiated by a parents group and conducted jointly by the Play Schools Association and the staff of Letchworth Village, sought to determine the extent to which the potential of profoundly handicapped children and adult residents might be developed through supervised play. The Pilot Project started with a series of workshops designed to encourage significant interaction between attendant and patient. Supervisors and attendants from all departments—administration, medicine, cottage life, education, recreation, and occupational therapy—participated in the workshops. The publication describes in depth this complex, yet rewarding program as it emerges from activities structured on a one-to-one basis to group participation.

Caroline B. Sinclair. *Movement and Movement Patterns of Early Childhood.* Richmond, Virginia: Division of Educational Research and Statistics, State Department of Education, 1971.

Findings from data collected over a three year period to determine the progressive development in movement and movement patterns of young children two to six years of age are presented. Fifty-seven children were studied at intervals of six months in their performance of 25 motor tasks; performances were recorded on film, studied under slow motion projection, and analyzed on forms developed for this purpose. Eight general characteristics were selected for special study: (1) dominance (side preference for paired parts), (2) opposition (synchronized use of opposite hand and foot in the upright position and cross-laterality in quadri-pedal movement) and symmetry (including foot-over-foot action in climbing and descending), (3) dynamic balance, (4) total body assembly, (5) rhythmic two-part locomotion, (6) eye-hand efficiency in manual response to a static or moving object, (7) agility, and (8) postural adjustment. All records were studied in terms of success, elements of performance, general characteristics displayed, and movement pattern. Contents of the publication include descriptive analyses of (1) progress of young children in movement with indications of age, sex, and individual differences and (2) development of movement patterns in each of the 25 movement tasks during early childhood.

It was concluded that an identifiable sequence does occur in movement of children and that similar movement patterns emerge; that identifiable variations may also be expected; that a young child's development in movement may be assessed by his progress over a period of time and by comparison with that of children of his own age; and that general movement characteristics appear to be indicative of development in movement (these are dynamic balance, opposition and symmetry, total body assembly, rhythmic locomotion, eye-hand efficiency, agility, and postural adjustment).

Ray C. Wunderlich. *Kids, Brains, and Learning.* St. Petersburg, Florida: Johnny Reads, Inc. (Box 12834), 1970.

The author, a pediatrician specializing in child development, mental retardation, and learning problems of children, applies his medical know-how, skills, and insights to the learning of children and to their learning problems. He shares valuable understandings and offers detailed recommendations that can be extremely helpful for any child, especially those with learning difficulties. This publication contains frank and revealing discussions about you, your child, and his learning. Ways of coping with existing problems and how to keep problems from starting are discussed in an informal way. Topics discussed include problems of brain injury, learning and its disorders, developmental principles, perception, specific language disability, early reading, freedom within limits, the hyperactive child, developmental diagnostic screening, schooling the masses, educating the retarded, the importance of the small step, increasing potential, toys and activities, systems of treatment, sensory-motor-perceptual training and patterning therapy.

K. Minde. *A Parents' Guide to Hyperactivity in Children.* Montreal, Quebec (Canada): Quebec Association for Children With Learning Disabilities (Suite 11, 6338 Victoria Avenue), 1971.

Parents and teachers have long been tormented by youngsters who displayed an excessive amount of mobile and poorly directed energy. The author, an M.D., discusses the very substantial difficulties most well intentioned parents have in living with such children and suggests some methods to help these families. Specific sections deal with Hyperactivity: What Is It; When Does Hyperactivity Start; Who Is Affected; What Happens to the Excessive Hyperactivity Later On; What Causes Hyperactivity; What Are the Main Difficulties of Hyperactive Children; How Can Parents Help; Types of Management; Possible Problems Arising Out of a Day with a Hyperactive Child. The warmth and understanding of the author should bring comfort and courage to all those coping with hyperactive children.

The CEC Information Center on Exceptional Children distributes two selective, annotated bibliographies of special interest to *Challenge* readers. *Physical Education and Recreation* and *Arts and Crafts* can be obtained free by requesting them from Information Processing Unit, CEC/ERIC Information Center on Exceptional Children, Jefferson Plaza, Suite 900, 1411 South Jefferson Davis Highway, Arlington, Virginia 22202.

Challenge BOOKS

Gabriel J. DeSantis and Lester V. Smith. *Physical Education: Programmed Activities for Grades K-6.* Educational Research Council of America Physical Education Program ISBN 0-675 – 09434-8. Columbus, Ohio: Charles Merrill Publishing Co. (1300 Alum Creek Drive), 1969. $37.50.

This card file provides diversified resources for a comprehensive developmental physical education program for boys and girls of elementary school age or for those functioning at these developmental levels. In addition to detailed cards about activities, special profile cards are available for boys and girls at various levels from 10 to 14. Over 800 cards deal with games of low organization including throwing and catching activities, lead-up games for team sports, elementary gymnastics, games for confined areas, and physical fitness activities for body development, agility, and cardiorespiratory efficiency. Each section contains an introduction and completed index. Data on each activity include level, outcome, equipment, formation, and playing instructions. Many activities can be used directly in physical education and related programs for the handicapped while virtually all can be easily adapted.

Marianne Frostig and Phyllis Maslow. *Movement Education: Theory and Practice.* Chicago, Illinois: Follett Educational Corporation, 1970.

Games and movement activities the authors have used with both normal children and children with learning disabilities are discussed in terms of their contributions to the total emotional, intellectual, and social development of the growing child. In addition to promoting motor skills for their own sake, a major purpose of the publication is to present physical and motor activities that help develop body awareness, perceptual skills, language, arithmetic concepts, and other academic learnings. This publication also contains material summarizing current research on the nature of motor activities, the manner in which motor activities integrate with other activities, and current educational methodologies. Material is presented that dispels some of the prevalent misconceptions surrounding perceptual-motor functions. Theories of Kephart, Barsch, and others are discussed in terms of their implications for the classroom teacher.

Virginia Frye and Martha Peters. *Therapeutic Recreation: Its Theory, Philosophy, and Practice.* Harrisburg, Pennsylvania: The Stackpole Company (Cameron and Kelker Streets), 1972. $12.50.

This professional training tool provides the historical background of therapeutic recreation and establishes the philosophical foundations upon which its principles are based. Therapeutic possibilities of recreation are related to the effects of various illnesses and disabilities upon the individual's capacity to realize his full potential. Major benefits that can accrue from recreational experiences are identified and applied to helping overcome incapacities. The authors explore the attitude toward illness and disability on the part of the patient, his family, and the community. Other areas covered include the social structure of a hospital, effects of illness and disability on the social condition, recreative learning related to mental retardation and other conditions, opportunities for motivating physical activity, recreative experience as a potential for learning, opportunities for self-realization through recreating, and recreation as an integrating force in the lives of impaired, disabled, and handicapped persons. The practical matters involved in organizing, administering, and providing therapeutic recreation services in a variety of settings, including those in the community outside the residential facility, are discussed. Criteria for personnel, administrative patterns, program planning, and facilities are suggested. Various research studies and their applications to the practice of therapeutic recreation together with some indications of the issues and trends for the future are also dealt with by the authors. The publication is presented from the viewpoint of the recreator rather than an addendum to a medical point-of-view.

Cynthia C. Hirst and Elaine Michaelis. *Developmental Activities for Children in Special Education.* Springfield, Illinois: Charles C. Thomas Publisher (301-327 East Lawrence), 1972. $15.75.

This publication is for teachers whose training is in the field of special education with no specialization in physical education. It provides an elementary progression of activity presentations for leaders employed at training centers for the handicapped. Sequences range from a simple and basic analysis to the complex and complete skill in a variety of activities. Activities are presented with possible application to most handicapping conditions such as mental retardation, emotional disturbance, blindness, deafness, and motor impairment. The purpose of the book is to present programmed physical activities to help children with learning disabilities develop according to their own potential those physical skills necessary for enjoyable living. Academic skills have been integrated into the practice activities presented for physical development. The book includes sections on movement exploration, motor perceptual activities, equipment exploration, exercise theory and practice, stunts and tumbling, low organized games, sequential development of sport skills, swimming, track and field, and integration units. Principles and elements of movement are presented as an aid for the analysis of skills. The following developmental areas are presented – motor skills, laterality, directionality, posture, body image, perceptual-visual-auditory, and spatial discrimination, language skills, memory development, group association, and motivation. Progressions are presented so teachers can find a starting place for each child whether he is a beginner or an experienced performer.

Marianne Frostig and Phyllis Maslow. *Frostig MGL (Move–Grow–Learn) Movement Education Activities.* Chicago, Illinois: Follett Educational Corporation, 1970.

Exercises and activities in this card file are taken from *Movement Education: Theory and Practice* (Frostig and Maslow). Major areas include body awareness, coordination, strength, flexibility, balance, agility, and creative movement. Each card presents appropriate activities in clear and concise terms that can easily be translated into action through the teacher or leader to the youngsters. A teacher's guide provides additional guidance and direction in using the cards to implement meaningful movement programs and activities according to needs of individual children.

FOR ADDITIONAL READING

Colleen George. "Motor Educability and Chronological Age as Potential Estimators of Errors in Perceptual-Motor Development of Educable Mentally Retarded Children." *American Corrective Therapy Journal,* July/August 1972 (Vol. 26, No. 4), pp. 105ff.

Philip J. Rasch and Fred L. Allman. "Controversial Exercises." *American Corrective Therapy Journal,* July/August 1972 (Vol. 26, No. 4), pp. 95ff.

Thomas M. Shea, Thomas L. Phillips, and Ann Campbell. "Outdoor Living and Learning Complement Each Other." *Teaching Exceptional Children,* Spring 1972 (Vol. 4, No. 3), pp. 108ff.

Ruth Perlmatter. "Papercrafts and Mobils." *Teaching Exceptional Children.* Spring 1972 (Vol. 4, No. 3), pp. 134ff.

Ruth Rogers. "New Opportunities for Physical Educators." *Texas Association for Health, Physical Education, Recreation Journal,* Spring/May 1972 (Vol. 40, No. 3), pp. 7ff.

"New Help for the Retarded." *U.S. News & World Report,* September 18, 1972, pp. 58ff.

Will Bradbury. "An Agony of Learning." *Life,* October 6, 1972 (Vol. 73, No. 14), pp. 57ff.

Michael C. Latham and Francisco Cobos. "The Effects of Malnutrition on Intellectual Development and Learning." *American Journal of Public Health,* July 1971 (Vol. 61, No. 7), pp. 1307ff.

W. D. Abernethy. "The Adventure Playground . . . Opportunity to Learn for Living." *IRA Bulletin,* May/June 1972 (Vol. XV, No. 3), pp. 4-5. International Recreation Association, 345 East 46th Street, New York, New York 10017.

Gladys M. Hillsman and Donald J. O'Grady. "Helping Adolescents with Mental Retardation." *Children Today,* May/June 1972 (Vol. 1, No. 3), pp. 2-6. Superintendent of Documents, Government Printing Office, Washington, D.C. 20402.

Earladeen D. Badger. "A Mother's Training Program." *Children Today,* May/June 1972 (Vol. 1, No. 3), pp. 7-11, 36. Superintendent of Documents, Government Printing Office, Washington, D.C. 20402.

Thomas R. Collingwood and Ron Jones. *Physical Training as an Aid to Client Rehabilitation.* Discussion Papers, Vol. 3, No. 13. Arkansas Rehabilitation, Research, and Training Center, University of Arkansas, Fayetteville, Arkansas 72701.

Thomas Collingwood. "The Effects of Physical Training Upon Behavior and Self-Attitudes." *Journal of Clinical Psychology,* 1972.

Frances Kaplan Grossman. "Brothers and Sisters of Retarded Children." *Psychology Today,* April 1972, pp. 81-84, 102-104.

The Best of Challenge. Washington, D.C.: American Association for Health, Physical Education, and Recreation (1201 16th St., N.W.), 1971.

This publication deals with all aspects of physical education and recreation programs for the mentally retarded; a few entries deal with programs for individuals with conditions other than mental retardation—the orthopedically handicapped, hearing impaired, emotionally disturbed, polio, cerebral palsy, cardiac conditions, amputations, and visually handicapped are included. Materials and information are current, down-to-earth, and realistic; contents are *of, for,* and *by* the practitioner working at the grassroots level in public schools, residential facilities, day care centers, community recreation programs, and camps. *The Best of Challenge* can contribute to the physical educator, recreation specialist, special educator, administrator, supervisor, physician, nurse, psychologist, social worker, student, professor, paraprofessional, aide, volunteer, and parent. This compilation contains informative articles about what is going on in physical education and recreation for the mentally retarded and features information about activities, programs, methods, facilities, equipment, innovative ideas, leadership procedures, research, books and periodicals, films and other audiovisual materials. Philosophical considerations, rationale, attack on nitty-gritty problems, and many other concerns of all personnel involved in these programs are included. This publication can be used as a basic or supplementary *text* for college/university courses in physical education, recreation, special education, and related areas; as a *resource* for agency, organization, association, institution, or individual libraries; as a *reference* for workshops, clinics, seminars, institutes, classes, and similar in-service and pre-service programs.

A Resource Guide in Sex Education for the Mentally Retarded. Washington, D.C.: American Association for Health, Physical Education, and Recreation (1201 16th St., N.W.), 1971.

This *Guide* was prepared by a special committee of the Sex Information and Education Council of the United States and the American Association for Health, Physical Education, and Recreation. The content, activities, methods, and materials represent a cross-section of the thinking of many professionals, volunteers, and parents from every type of organization, agency, and institution. A *developmental approach* was used in preparing the *Guide.* Concepts and the associated ideas and materials are presented sequentially, from the basic and extremely easy to the difficult and more sophisticated. The teacher, volunteer, or parent can readily select materials from this developmental sequence for use with the educable or trainable child. Resource materials have been developed around four major topical areas: awareness of self-becoming a boy; becoming a girl; physical changes and understanding of self-becoming a man; becoming a woman; peer relationships—boy friends, girl friends, boy and girl friends; responsibility to society as men and women. Special sections are included to help parents and parent surrogates and to help teachers use the *Guide* more effectively. A detailed coded listing of resources includes publications, films, filmstrips, records, and other materials helpful in and appropriate to sex education programs for the mentally retarded.

Challenge BOOKS

William G. Bentley. *Learning to Move and Moving to Learn.* New York: Citation Press (50 West 44th Street), 1970.

Over 100 different movement activities are outlined in this publication. Exercises and activities are intended to help children acquire through a play approach movement patterns that will give them the foundation upon which to build more complex movements. Few activities require elaborate equipment; such everyday items as rubber balls, bicycle tires, and bean bags are used to give children opportunities to explore and extend their own physical capabilities. From simple experiments with jumping and landing to more complex balancing activities, youngsters are constantly involved in trial-and-error processes that are both challenging and fun. This is a concise, easy-to-follow guide for all interested and involved in physical education and recreation programs. The publication can serve as a supplement to almost any existing physical education program and is ideal for group activity since the activities generally require all participants to be active at the same time. The book is organized around six principle skills—locomotion, axial movement, balance, hand-eye coordination, muscular control, motor development. Each section contains a brief introduction before listing activities. Also included are a short explanation of movement education, a glossary of terms, a listing of free and inexpensive equipment, a selected bibliography, and references related to audiovisual materials.

Oliver P. Kolstoe. *Teaching Educable Mentally Retarded Children.* New York: Holt, Rinehart and Winston, Inc. (383 Madison Avenue), 1970.

This book uses a conceptualization which combines neurophysiological theory with behavioral theory to secure a consistent frame of reference for teachers to use. Methods and materials are related to specific behavioral outcomes which are consistent with the goal of developing adults who have acceptable skills for work and independent living. Translating theory into practice provides an internal consistency for the program and assures that practices at one level are related to those of the next level.

Max L. Hutt and Robert Gwyn Gibby. *The Mentally Retarded Child: Development, Education and Treatment.* Second Edition. Boston: Allyn and Bacon, Inc., 1965.

The basic orientation and thesis of this publication are that the retarded individual is a unique personality, as are all individuals; to understand him in all of his complexity and uniqueness, we must seek to understand the multiple causes, direct and indirect, of his current status so that we can apply in a creative and constructive manner optimal methods of education, guidance, and treatment. The authors believe that every retardate can have a meaningful and productive place in society, if society is willing to offer him appropriate opportunities to develop his full potential and to offer him suitable guidance and training. Specific discussion and attention are given problems of educational administration, organization of classes, and general and specific methods of teaching. Studies on special learning problems of the retarded and application of learning theory to such problems have been summarized. Parental reactions are discussed in terms of new evidence and of the implications of such evidence. Society's role in program for the retarded is investigated and discussed.

Christopher M. Robinson; Julie Harrison; and Joseph Gridley. *Physical Activity in the Education of Slow-Learning Children.* London: Edward Arnold Publishers, 1970.

This book looks at four aspects of physical education: (1) educational gymnastics, (2) educational dance, (3) games and skills training, and (4) specific posture training. These aspects of physical education can be provided for in most schools, residential facilities, and day care centers. Each section describes materials to use and ways to use them effectively for different age and ability groups. The Laban approach has been used for both educational dance and educational gymnastics to stimulate mentally handicapped children to use their minds in an interpretative way, and not just copy or "do as teacher says." Games and skills training has therapeutic value as well as value in teaching manipulative skills. Specific postural training exercises, allied to the work of physiotherapists, are designed to help lessen the effects of such conditions. The contents of this book have evolved from the authors' experiences in teaching mentally handicapped children in schools. Observation, experimentation, and modification have influenced and directed this guide which all teachers of the mentally handicapped should read and use.

Charles W. McQuarrie. *A Perceptual Testing and Training Guide for Kindergarten Teachers.* Winter Haven, Florida: Winter Haven Lions Research Foundation (Box 111), 1967.

This is another publication emanating from the active Winter Haven Lions Research Foundation, a pioneer in perceptual motor programing. Section I deals with testing and evaluation of the visual-motor skills of five to six year old children. The procedures can be expected to provide useful information about the perceptual development of individual children. Section II details several training procedures including copying, training forms, walking beams, sloping work surfaces, jump boards, and chalkboard activities. Every method and procedure presented has been *teacher-tested* and can be counted on as representing reliable and developmentally sound teaching approaches. Several research studies are discussed and their results interpreted in terms of practical application for teachers. Although the guide does not deal specifically with the mentally retarded, it offers much practical, functional, and useful information for teachers of the retarded.

For additional reading

Devereux Reprints

(The Devereux Foundation, Devon, Pennsylvania)

George E. DeHaven, John B. Mordock, and Joan M. Laykovich. "Evaluation of Coordination Deficits in Children with Minimal Cerebral Dysfunction."

John B. Mordock. "Effect of Stress on Perceptual-Motor Functioning of Adolescents with Learning Difficulties."

John B. Mordock and George E. DeHaven. "Movement Skills of Children with Minimal Cerebral Dysfunction."

John B. Mordock and Ruth C. Feldman. "A Cognitive Process Approach to Evaluating Vocational Potential in the Retarded and Emotionally Disturbed."

Shirley M. Jahnson and Louise E. Weir. "Therapy Through Music."

John B. Mordock and Vito J. Selvaccio. "The Child-case Worker and Sensory Training."

NOTE: A complete *Publications Catalog* of Devereux Publications and Reprints can be obtained from Department of Publications, The Devereux Foundation, Devon, Pennsylvania 19333.

Ronald C. Adams, Alfred N. Daniel, and Lee Rullman. *Games, Sports, and Exercises for the Physically Handicapped.* Philadelphia: Lea & Febiger (Washington Square), 1972. $11.00.

This informative book emphasizes the need for and value of gross motor activities in the life of the handicapped, helping him assume responsibility for his future to the best of his physical ability. Presenting actual programs, procedures, and equipment, the publication focuses on structured therapy emphasizing the relationship between the hospital, rehabilitation center, and the school. Following an introductory discussion on the history and principles of therapeutic recreation, the authors describe specific disabilities and games, sports, and exercises which may be adapted to particular handicapping conditions. Each piece of equipment is described and diagrammed. All exercises are outlined to include areas of the body, specific positioning, and methods of stretching and strengthening various muscle groups. Materials described have been developed or modified by the authors and have been tested in practical situations. Physical education, physical therapy, occupational therapy, recreation, corrective therapy, special education, and rehabilitation are all touched upon and dealt with in the book. Administrators, physicians, therapists, physical educators, community or camp recreation directors, and parents of physically handicapped youngsters will find this a handy reference source.

H.D. Bud Fredericks, Victor L. Baldwin, Philip Doughty, and L. James Walter. *The Teaching Research Motor-Development Scale for Moderately and Severely Retarded Children.* Springfield, Illinois: Charles C. Thomas, Publisher (301-327 East Lawrence Avenue), 1972. $7.00.

This scale is designed to measure motor proficiency in much the same way and with the same style and format as the Lincoln-Oseretsky Motor Development Scale. Teachers of moderately and severely retarded children can use this scale in either classroom or physical education programs. It can be used as a vehicle for developing a curriculum to improve motor proficiency and motor coordination and also has value for researchers who need to determine improved motor performance as a result of an experimental motor research program. The scale measures motor proficiency in 17 areas ranging from ambulation ability to fine finger dexterity. The scale is designed to provide an overall motor development score or to provide separate scores for any of its parts. No norms are assigned because of the nature of the population for which it is designed. Since norms must depend upon either a chronological age or mental age and severely and moderately retarded children exhibit wide variations or combinations of these two measurements, *norming is considered neither possible nor essential.* Each child must be treated as an individual; his performance on the scale should be measured against his future or past performances or against some arbitrary standards which examiners or teachers prescribe. The range of scores possible allow the scale to be adapted for both preschool and high school retarded children.

H. Cornelia Hollander. *Creative Opportunities for the Retarded Child at Home and in School.* Garden City, New York: Doubleday & Company, 1971. $10.00

Six booklets in this series – *Getting Started, Finger Painting and Print Making, Drawing and Painting, Clay and Other Dimensional Media, Stitchery,* and *Woodworking and Odds and Ends* – place major emphasis on the handicapped child, but activities can involve and interest the whole family. Each activity is presented in a step-by-step manner with each step just a little harder than the last. These booklets were written *for parents* who need down-to-earth advice and ideas about many things they can do with their children, *for teachers and volunteers* who serve in homes and institutions and want to know more about ways they can help parents and children work together, *for nurses* visiting homes or working in hospitals where the retarded child requires special care and who need reference materials and ideas that can also be passed on to parents for things to make and do with handicapped children, and *for vocational workers* who need materials and ideas for money-earning projects. This is an excellent reference, source, and guide for individuals and groups interested and involved in recreation, arts and crafts, and educational programs for the retarded and handicapped. Specific areas covered in the profusely illustrated series include: finger painting, pulling a print, butterfly prints, gadget printing, vegetable prints, stencil rubbings, printing from a prepared surface, silk screen printing, linoleum block prints, scribbling, crayon processes, felt-tip markers, colored chalk drawings, melted crayon drawings, ink drawings, painting, cut-tear-paste pictures, puppets, paper mache, collage, mosaic, wire sculpture, seed pictures, tongue depressor projects, and holiday decorations. Bibliographical listings and additional resources and contacts are included in each booklet.

Challenge

BOOKS

John A. Nesbitt, Curtis C. Hansen, Barbara J. Bates, and Larry L. Neal. *Training Needs & Strategies in Camping for the Handicapped.* Eugene, Oregon: Center of Leisure Studies (1587 Agate Street), 1972. $3.50.

This collection of 28 position papers represents seven areas: research, participation and programs, philosophy, development, integration, operations, and training. The book covers the three objectives of the "National Conference on Training Needs for Personnel in Camping, Outdoor and Environmental Recreation for Handicapped Children," March 29 -- April 1, 1972, Asilomar Conference Grounds, Pacific Grove, California. These objectives were to: (1) investigate the training dimension of camping for the handicapped; (2) determine specific problems and needs in providing handicapped persons opportunities; and (3) develop strategies for improving activities and developing curricula and materials. Contents include a review of literature on camping for the handicapped, a status survey of the national state of the art, position papers, and work group interaction and reports. Appendix and bibliographical materials provide meaningful information for practitioners at the grass roots level.

Thais R. Beter and Wesley E. Cragin. *The Mentally Retarded Child and His Motor Behavior: Practical Diagnosis and Movement Experiences.* Springfield, Illinois: Charles C. Thomas Publisher (301-327 East Lawrence Avenue), 1972.

This book provides effective, simple, and practical educational experiences to enhance learning potential and total personality functioning of mentally retarded children. It is designed to assist anyone working with exceptional children whether it be in an educational, institutional, or recreational setting. Philosophical material in the first two chapters and diagnostic and program planning information in the rest of the book are applicable to children with all types of learning difficulties, including children born with or who later develop neurological impairments, emotional disturbances, perceptual deficits, or other mental handicapping conditions. Information presented is not intended for use only with the less retarded, but can be used effectively with more severely retarded persons. Movement experiences designed to develop factors of physiological efficiency and complex motor performance as well as perceptual-motor efficiency are discussed in detail and social patterns of behavior and leisure-time activities are also included.

Patricia A. Griswold. *Play Together, Parents and Babies.* Indianapolis, Indiana: United Cerebral Palsy of Central Indiana (615 North Alabama Street), 1972. $3.00.

Activities suggested in this manual were successfully tested with approximately 38 children and their parents in a group program meeting two times a week in the Cerebral Palsy Clinic. A therapist with some auxiliary and professional student helpers carried on a program of stimulation and exercise as a demonstration to parents. In return, parents and their own children learned various techniques of stimulation, exercise, and development necessary to carry on this program day after day. As parents worked with their children, the therapist circulated and adapted the program to each individual. Working with the therapist, parents became aware of their child's abilities and disabilities and basic principles of growth and development as well as meter concepts. This program was based upon simple, inexpensive, common items readily available to most families. Within several weeks of guided work parents or a parent substitute became skilled enough to carry on and become the child's therapist. Early and sustained therapy increases the possible achievement of maximum potential for each child. Activities designed to implement such a program as described are presented in clear and concise ways, each simply and fully illustrated. Included for each activity are objectives, motivating activity, equipment, and timely suggestions for maximum sensory, motor, and physical stimulation and satisfaction by the child.

Joyce Novis Laskin. *Arts and Crafts Activities Desk Book.* West Nyack, New York: Parker Publishing Company, Inc. 1971.

Presented are over 110 arts and crafts ideas to develop creative expression while teaching important new learning concepts. Art lessons are designed to correlate with such activities as space study, foods and nutrition, music and dance, and the human body. Projects range from simple to complex and are geared to all age groups. A visual guide makes selecting the best activity for a particular group easy. Illustrations provide a functional step-by-step representation of written procedures. A checklist of materials needed, motivational techniques and background information, follow-up activities, and classroom management hints are included with each lesson.

FOR ADDITIONAL READING

Helen Beck. "Pressure in the Nursery." *Children Today*, Vol. 1, No. 5 (September/October 1972), pp. 20-24.

C. Alan Hogle. "Lean on Me: A Unique Scouting Program." *Children Today*, Vol. 1, No. 5 (September/October 1972), pp. 7-10.

Edward Vockell and Pamm Mattick. "Sex Education of the Mentally Retarded; An Analysis of Problems, Programs, and Research." *Education and Training of the Mentally Retarded*, Vol. 7, No. 3 (October 1972), pp. 129-134.

Peggy B. Smith. "Acquisition of Motor Performance of the Young TMR." *Mental Retardation*, Vol. 10, No. 5 (October 1972), pp. 46-49.

Edna Neeley. "Cars Motivate Nonreaders? Of Course." *Teaching Exceptional Children*, Vol. 4, No. 3 (Spring 1972), pp. 142-144.

Oliver Kolstoe. "Programs for the Mentally Retarded: A Reply to the Critics." *Exceptional Children*, Vol. 39, No. 1 (September 1972), pp. 51-56.

Beverly S. Williams. *Your Child Has A Learning Disability . . . What Is It? A Guide for Parents and Teachers of Children with a Hidden Handicap.* Chicago: National Easter Seal Society for Crippled Children and Adults (2023 West Ogden Avenue), 1971.

What do you do if you suspect a child has a *learning disability*—an academically disabling condition known variously as hyperactivity, minimal brain damage, dyslexia, or by other nomenclature? The author, a parent of a child with a learning disability and an Illinois teacher-specialist in the field, says to give him understanding, praise, and proper educational training. She speaks especially to parents but offers tips for teachers who may have a child with a hidden handicap of this kind in their classroom. Symptoms of learning disability, the need for early identification, and remedial suggestions for home and school are expressed in layman's language. This publication will be of interest to diagnosticians, school psychologists, administrators, physicians, social workers; it can serve as a reference source to help all who guide and teach children with learning disabilities.

Gerald D. Alpern and Thomas J. Boll (editors). *Education and Care of Moderately and Severely Retarded Children.* Seattle, Washington: Special Child Publications, Inc. (4535 Union Bay Place N.E.), 1971.

This publication was prepared by the Educational Staff of the Marion County (Indiana) Association for Retarded Children to provide specific guidelines, pointers, curricular ideas, and procedures for teaching children with serious intellectual deficits. Although content is aimed at the *how, what,* and *when* of classroom instruction, special attention is given to physical and motor development. Activities are included to help youngsters learn about their bodies, move body parts, move from one place to another, perform stunts, take part in rhythms, use different types of playground and gymnasium equipment, participate in games, and take part in a variety of recreational activities. Other major chapters deal with communication and language development, behavior modification and precision teaching, discipline, and personal appearance and hygiene. An extensive curriculum guide includes many practical and functional activities discussed in terms of age levels for tasks, and aim, purpose, and description of each activity. Alphabetical and subject indexes add to the functional use and practicality of the publication which can be used by teachers, parents, aides, volunteers, and others directly involved in programs for moderately and severely retarded children.

Virginia O. Tooper. *A Graded Activity Handbook for Teachers of the Mentally Retarded.* Columbus, Ohio: Ohio Department of Mental Hygiene and Correction, Division of Mental Retardation (State Office Building, Room 1210), 1971.

This manual provides assistance to instructors of the mentally retarded for planning specific experiences to facilitate maximum physical, intellectual, emotional, social, and vocational development; a great deal of emphasis is given to the learning of motor skills. Ideas and activities are presented in clear and concise language and are supported by illustrations. Evaluative procedures for each of the 27 areas and activities are helpful. Each activity is described in terms of correct performance, needed materials, playing area, teaching procedures, preparing and using materials, goals and objectives, and innovative ideas about the activity itself. Floor and mat skills, locomotor activities, rhythms, along with activities emphasizing balance, body image, laterality, directionality, posture, strength, visual-perceptual training, eye-hand coordination, manual dexterity, and problem solving are representative of the many areas described.

> Physical dependence upon others is a state which no child enjoys. All children must run, jump, and skin their knees in order to feel like children. In all things, then, let us encourage each child to develop the strengths necessary to enjoy as many aspects of life as possible.

FOR ADDITIONAL READING

Alonzo E. Hannaford. "Factors Affecting Motor and Cognitive Performance of the Educable Mentally Retarded." *American Corrective Therapy Journal,* Vol. 25, No. 4 (July-August, 1971), pp. 105-10.

Walter F. Ersing and Ruth Wheeler. "The Status of Professional Preparation in Adapted Physical Education." *American Corrective Therapy Journal,* Vol. 25, No. 4 (July-August, 1971), pp. 111-18.

Sterling L. Ross, Jr.; Henry G. DeYoung; and Julius S. Cohen. "Confrontation: Special Education Placement and the Law." *Exceptional Children,* Vol. 38, No. 1 (September 1971), pp. 5-12.

Mortimer Garrison, Jr. and Donald D. Hammill. "Why Are the Retarded?" *Exceptional Children,* Vol. 38, No. 1 (September 1971), pp. 13-20.

Ruth C. Webb. "Is Movement Necessary in the Development of Cognition?" *Mental Retardation,* Vol. 9, No. 4 (August 1971), pp. 16-17.

Alice Bibza. "Yes, Scouting Is for the Retarded Boy." *Scouting,* Vol. 59, No. 6 (October 1971), pp. 71-73.

Elizabeth A. Green and R. H. Taylor. "A Therapeutic Play Apparatus for the Handicapped Child." *Physiotherapy,* May 1971, pp. 220-21.

Florence Diamond. "A Play Center for Developmentally Handicapped Infants." *Children,* Vol. 18, No. 5 (September/October 1971), pp. 174-178.

Earladeen D. Badger. "A Mothers' Training Program—the Road to a Purposeful Existence." *Children,* Vol. 18, No. 5 (September/October 1971), pp. 168-173.

Kirk L. Fisher. "Effects of Perceptual-Motor Training on the Educable Mentally Retarded." *Exceptional Children,* Vol. 38, No. 3 (November 1971), pp. 264-266.

Joseph P. Winnick and Daniel M. Landers. "Try Trampolining with Handicapped Children." *Teaching Exceptional Children,* Vol. 3, No. 4 (Summer 1971), pp. 181-188.

Challenge BOOKS

Physical Education Workshop for the Elementary Grades. West Nyack, New York: Parker Publishing Company (Route 59A at Brookhill Drive).

The *Workshop* provides practical teaching tips and helpful hints for teachers, activity leaders, recreation specialists, volunteers, and parents. Although designed for elementary school physical education programs, the activities, methods, organizational suggestions, and lesson plan approaches can be adapted and applied to special education programs in general and in programs for the mentally retarded in particular. Monthly 16-page publications include active and quiet games, relays, creative activities, basic rhythms, folk and square dances, exercises, stunts, and free play suggestions. Objectives, equipment and supplies, play area, number of players, formations, variations for different age, grade, and ability levels, and points to ponder are included for each activity.

Creative Crafts. Englewood Cliffs, New Jersey: Best Foods (Consumer Service Department, A Division of CPC International, Inc., International Plaza).

Included in this brief craft book are easy to follow tested formulas for inexpensive home preparation of many basic craft materials plus directions for using household products for creative experiences and activities. Activities with papier mache, finger paint or craft colors, play clay, hobby craft paste, dyeing for color crafts, and paraffin wax are outlined and discussed. Projects made from starch, mold, paste, and dye for gifts, jewelry, games, items for a bazaar, and decorations are included. The reader is encouraged to let his imagination wander for creative and original effects.

Anne and Paul Barlin. *The Art of Learning Through Movement.* Los Angeles, California: The Ward Ritchie Press, (3044 Riverside Drive), 1971.

This teacher's manual of movement for students of all ages is based on the premise that *all* children want to learn and that the key to this is total involvement. When a child has put all of himself into an experience—his body, his mind, his emotions, his imagination, and his enthusiasm—he will learn and he will grow. He will grow not only in the specific experience at hand, but through his entire personality. Reactions and responses of children to these activities and approaches are well documented throughout the book with many action photographs. Representative of chapters are: Involvement Through Stories; Involvement Through Fantasy; Vigorous Movement; Moving With Others; Involvement Through Games; Movement Isolations; Involvement Through Dramatic Play; Involvement Through Emotional Expression; Moving Through Space; and Using Movement in Other Classroom Subjects. General hints and first lesson plans are other valuable inclusions.

HIGHLY RECOMMENDED

"Can Poverty Children Live on 'Sesame Street?'" (Herbert A. Sprigle, *Young Children*, March 1971, Vol. XXVI, No. 4, pp. 202-17) is an assessment by an educator who incorporated Sesame Street into his program for disadvantaged children. His conclusions: *there are no simple solutions to complex problems!* In addition to the evaluation of Sesame Street, there are many direct and indirect implications and applications for activities, methods, approaches, procedures, and other considerations in physical activity and recreation programs for *all* children, especially those with a variety of physical, mental, emotional, and social problems. The article is highly recommended for everyone interested and involved in programs and activities for children. (*Young Children* is published by the National Association for Education of Young Children, 1834 Connecticut Ave., Washington, D.C.)

FOR ADDITIONAL READING

Claudia Jane Knowles. "The Influence of a Physical Education Program on the Illness and Accidents of Mentally Retarded Students." *American Corrective Therapy Journal*, November-December 1970 (Vol. 24, No. 6), pp. 164-68.

Anne H. Adams. "Physical Education for Young Handicapped Children." *American Corrective Therapy Journal*, November-December 1970 (Vol. 24, No. 6), pp. 172-75.

Waneen Wyrick and Guy Owens. "Effects of Practice on Simple Reaction Time of Trainable Mental Retardates." *American Corrective Therapy Journal*, November-December 1970 (Vol. 24, No. 6), pp. 176-79.

William C. Chasey. "The Effect of Motor Development on School Readiness Skills of Educable Mentally Retarded Children." *American Corrective Therapy Journal*, November-December 1970 (Vol. 24, No. 6), pp. 180-83.

David M. Auxter. "Reminiscence Among Mentally Retarded and Normals as a Function of Age." *American Corrective Therapy Journal*, March-April 1971 (Vol. 25, No. 2), pp. 35-37.

B. Robert Carlson. "Retention of Visual-Motor Training Effects." *American Corrective Therapy Journal*, March-April 1971 (Vol. 25, No. 2), pp. 38-41.

Jon D. Swartz, Clifford J. Drew, and Charles C. Cleland. "Facilitating Mental Retardates' Social Adaptability Through Corrective Habilitation." *American Corrective Therapy Journal*, January-February 1971 (Vol. 25, No. 1), pp. 16-18.

Dean C. Funk. "Effects of Physical Education on Fitness and Motor Development of Trainable Mentally Retarded Children." *Research Quarterly*, March 1971 (Vol. 42, No. 1), pp. 30-34.

William C. Chasey. "Overlearning as a Variable in the Retention of Gross Motor Skills by Mentally Retarded." *Research Quarterly*, May 1971 (Vol. 42, No. 2), pp. 145-49.

C. Jean Mundy. "A Conceptualization of Recreation Programming for the Mentally Retarded." *Therapeutic Recreation Journal*, Second Quarter 1970 (Vol. IV, No. 2), pp. 22-25.

Jay S. Shivers. "Rationale for an Outdoor Recreational Learning Facility for the Mentally Retarded." *Therapeutic Recreation Journal*, Second Quarter 1970 (Vol. IV, No. 2), pp. 26-32.

Charles B. Corbin. *Inexpensive Equipment for Games, Play, and Physical Activity.* Dubuque, Iowa: Wm. C. Brown Company, 1972.

This book provides classroom and physical education teachers with ideas for constructing homemade equipment. Chapters deal with equipment made from throw-away items, low cost equipment, and inexpensive equipment for general use. Practical teaching suggestions are also included. This publication will be of value to recreation personnel, scout leaders, volunteers, parents, and others interested in developing learning through play.

Richard A. Ness (primary author). *Toward Better Movement: A Manual of Movement Activities for the Lower Level Mental Retardate.* Denton, Texas: Denton State School for the Mentally Retarded, 1972.

This manual provides background methods and media for a comprehensive physical activity program for lower level mentally retarded persons. An attempt has been made to provide activities, suggestions, and hints that can be used in existing programs or adapted to unique facilities. Contents deal with teaching methods and suggestions, developing and using learning packages, locomotor/non-locomotor/manipulative basic movements, low organized activities and trampoline activities, and tumbling and stunts. Detailed information about each activity along with charts outlining sequences and progressions makes this publication useful to anyone interested in physical activity, recreation, camping, or related programs.

Carol Arslander, Constance R. Curry, S. Annette Keck, and Gale Salzman. *Day Camping for Developmentally Disabled and Exceptional Children: Guidelines for Establishing Day Camp Programs.* Springfield, Illinois: Department of Mental Health, Division of Mental Retardation Services, June 1972.

This manual tells neither why nor when, and in many cases not even how! It stresses *what* activities and experiences can be incorporated into a day camp program to increase the enjoyment of emotionally or mentally handicapped participants. This manual is intended as a lift-off point for the imagination, creativity, and resourcefulness of each reader. Therefore only a small sampling of possible activities has been suggested. Sections deal with administering a day camp, physical activities, arts and crafts, music activities, and solving camp behavior problems. Suggested references and recommended readings are included with each section. Application forms, lists of materials, job descriptions, sample schedules, and ideas provide additional valuable information for camp administrators.

Mary M. Roy. *ACTION: A Handbook for Teachers of Elementary Physical Activities.* Stevensville, Michigan: Educational Service, Inc. (P.O. Box 219), 1967.

This is a book of games, contests, and stunts designed to aid in the physical development of children at the elementary school level. Sections deal with physical fitness exercises, classroom games, and aquatic exercises. Activities are indexed according to type and grade/age range for which each is appropriate.

Note Other publications in this series: SPICE (language arts), PROBE (science), PLUS (mathematics), SPARK (social studies), CREATE (art), STAGE (dramatics), RESCUE (remedial reading), ANCHOR (vocabulary discovery), PRIDE (Black Studies), and LAUNCH (early learning)—contain practical and simple games, ideas and activities to arouse an elementary school student's desire to learn.

For Your Additional Reading

David M. Luterman. "A Parent-Oriented Nursery Program for Preschool Deaf Children" *The Volta Review*, October 1967, pp. 515-520. "A Parent-Oriented Nursery Program for Preschool Deaf Children—A Follow-up Study." *The Volta Review*, February 1971, pp. 106-112.

J. McLeod, J.A.G. Gittens, and C.K. Leong. "Physical Activities for Mentally Retarded School Children." *The Australian Journal on the Education of Backward Children*. March 1972, (Vol. 19, No. 1), pp. 40-52. Available from John McLeod, Institute of Child Guidance & Development, University of Saskatchewan, Saskatoon, Saskatchewan, Canada.

Philip A. Smith and Ronald W. Marx. "Some Cautions on the Use of the Frostig Test: A Factor Analytic Study." *Journal of Learning Disabilities*, June/July 1972.

Philip A. Smith and Ronald A. Marx. "The Factor Structure of the Revised Edition of the Illinois Test of Psycholinguistic Abilities." *Psychology in the Schools*, October 1971, (Vol. VIII, No. 4), pp. 349-356.

Mark M. Tucker. "Physical Education for the Educable Mentally Retarded." *The Journal for Special Educators of the Mentally Retarded*, Box 171, Center Conway, New Hampshire 03813, Fall 1972 (Vol. IX, No. 1), pp. 53-57.

Blair Bennett, Edward Vockell, and Karen Vockell. "Sex Education for EMR Adolescent Girls: An Evaluation and Some Suggestions." *The Journal for Special Educators of the Mentally Retarded*, Box 171, Center Conway, New Hampshire 03813, Fall 1972 (Vol. IX, No. 1), pp. 3-7.

Robert Perske. "About Sexual Development." *Mental Retardation*, February 1973 (Vol. 11, No. 1), pp. 6-8.

Linda Andron and Mary Lynn Strum. "Is 'I Do' in the Repertoire of the Retarded?" *Mental Retardation*, February 1973 (Vol. 11, No. 1), pp. 31-34.

James Peller. "Bicycling—Wheel-a-Way Down the Path to Normalization and Physical Health." *Mental Retardation News*, January 1973 (Vol. 22, No. 1), p. 8. (Published by the National Association for Retarded Children.)

Challenge BOOKS

Joseph J. Bauer. *Riding for Rehabilitation: A Guide for Handicapped Riders and Their Instructors.* Toronto, Ontario, Canada: Canadian Stage and Arts Publications Limited (49 Wellington Street East), 1972.

In Part I, the author relates how he overcame the painful consequences of various mishaps which befell him at an age when they are usually accepted with fatal resignation. The struggles of a dedicated group to organize riding possibilities for handicapped adults and children on a broad basis and how this book came to be written are related. Part II deals with the technical problems that confront a handicapped rider as well as instructors and assistants. Detailed descriptions of equipment and methods employed by the author and a number of European organizations prominent in the field of riding for the handicapped are documented by 78 factual photographs. Specific chapters deal with the instructor, school horses, equipment, building and grounds, lessons, mounting and dismounting, trail riding, and phases of progress. Special chapters discuss riding for incurable children, timid and nervous children, physically handicapped and retarded children, aggressive and rebellious children, the deaf and the blind plus riding and preventative therapy.

Nancy R. Miles. *Learning Through Individualized Trampoline Activities.* Chicago, Illinois: Developmental Learning Materials (3505 North Ashland Avenue), 1972.

This new manual outlines many activities designed to aid the trampoline student in skills related to balance, differentiation, laterality, time-space orientation, and general coordination. This book is of value to those working with the learning disabled child, and the information and techniques given relative to general movement and awareness of self and surroundings make the manual an excellent aid to teachers of students of all ages and abilities. Specific attention is given to teaching procedures and techniques, coordination as a teaching technique, safety, use of spotters, and values to the child. This fully illustrated manual focuses on using the trampoline as a tool in the teaching/learning process and not just for gymnastic or athletic purposes.

Donald G. Voss. *Physical Education Curriculum for the Mentally Retarded.* Madison, Wisconsin: Wisconsin Department of Public Instruction (126 Langdon Street), September 1971 ($1.50).

This curriculum guide was developed during a period of two years of intensive effort under the leadership of Manitowoc County (Wisconsin) Handicapped Children's Education Board Special Education staff and consultants. Part I sets the atmosphere for the entire publication with a discussion of physical education, its philosophy and purposes, characteristics of a sound program, and recent trends. Mental retardation and characteristics of the retarded child are reviewed. Part II discusses fundamental movement patterns and motor skills in terms of behavioral objectives, common deviations to watch for, and suggested developmental activities to use in developing patterns or skills at each level. Part III includes practical games, sports, and recreational activities in which patterns and skills discussed in Part II can be put to use. A brief narrative, teaching suggestions, and activities for various levels of students are provided for rhythmic activities, creative rhythms, singing games, folk, square, and social dances, games of low organization, manipulative activities, seasonal sports, stunts and tumbling, apparatus activities, aquatics, and enrichment activities. Appendices include suggested class period timetables, an annotated bibliography, and several sample teaching units.

Arnel W. Pattemore. *Arts and Crafts for Slow Learners.* Dansville, New York: Instructor Publications, Inc., 1969.

This booklet presents successful projects which have been used in special education art classes and assists teachers in planning a worthwhile program. The art program should be a challenge and provide certain achievement for each and every child. Contents include planning a program, the teacher's role, picture making, design, gifts, lettering, modeling, paper mache, casting, ceramics, model building, paper sculpture, mobiles, box sculpture, weaving, print making, found materials, puppetry, seasonal crafts, classroom decorations, and displaying children's works. .

FOR ADDITIONAL READING

David Auxter. "Evaluation of Perceptual Motor Training Programs." *Teaching Exceptional Children*, Winter 1972 (Vol. 4, No. 2), pp. 89-97.

Gordon K. Farley and **Lenore Goddard.** "Sex Education for Emotionally Disturbed Children with Learning Disorders." *Journal of Special Education* (Vol. 4, No. 4), pp. 445-450.

Paul A. Kral. "Motor Characteristics and Development of Retarded Children: Success Experience." *Education and Training of the Mentally Retarded*, February 1972 (Vol. 7, No. 1), pp. 14-21.

Louise M. Bradtke, William J. Kirkpatrick, Jr., and **Katherine P. Rosenblatt.** "Intensive Play: A Technique for Building Affective Behaviors in Profoundly Mentally Retarded Young Children." *Education and Training of the Mentally Retarded*, February 1972 (Vol. 7, No. 1), pp. 8-13.

Phoebe Harcum. "Using Clay Bodies in Multidimensional Teaching of the Retarded." *Education and Training of the Mentally Retarded*, February 1972 (Vol. 7, No. 1), pp. 39-45.

Hollace Goodman, Joy Gottlieb, and **Robert Harrison.** "Social Acceptance of EMR's Integrated into a Nongraded Elementary School." *American Journal of Mental Deficiency*, January 1972 (Vol. 76, No. 4), pp. 412-417.

Mark M. Tucker. "Physical Education for Educable Mentally Retarded." *Journal for Special Educators of the Mentally Retarded*, Winter 1972 (Vol. VIII, No. 2), pp. 91-93.

James McCormick "The Role of Perceptual-Motor Training in Therapeutic Recreation Programs for the Mentally Retarded." *Therapeutic Recreation Journal*, Second Quarter 1971 (Vol. 5, No. 2), pp. 63-66, 93.

Roberta Keimark and **Rachel McKinnon.** "Leisure Preferences of Mentally Retarded Graduates of a Resident Training Program." *Therapeutic Recreation Journal*, Second Quarter 1971 (Vol. 5, No. 2), pp. 67-68, 93-94.

Richard D. Anderson. "Application of Educational Rhythmics to Therapeutic Recreation Service." *Therapeutic Recreation Journal,* Second Quarter 1971 (Vol. 5, No. 2), pp. 75-78, 94.

Darlene Conover, "Physical Education for the Mentally Retarded." *Focus on Exceptional Children,* January 1972 (Vol. 3, No. 8). Love Publishing Co., 6635 East Villanova Place, Denver, Colorado 80222.

Diane Imhulse. "The New Look in Playgrounds." *School Safety,* Vol. 7, No. 2 (January/February 1972), pp. 11-13.

Anthony G. Linford and Dan W. Kennedy. "Research—The State of the Art in Therapeutic Recreation." *Therapeutic Recreation Journal,* Vol. V, No. 4 (Fourth Quarter, 1971), pp. 168-69.

Charles C. Cleland, John D. Swartz, and William C. Chasey. "The Role of Play Games and Toys in Recreation Programming for the Moderately and Profoundly Retarded." *Therapeutic Recreation Journal,* Vol. V, No. 4 (Fourth Quarter, 1971), pp. 152-55.

Maynard C. Reynolds and Malcolm D. Davis. *Exceptional Children in Regular Classrooms.* A publication of the Leadership Institute/Special Education sponsored by the Bureau for Educational Personnel Development, U.S. Office of Education. Distributed by Department of Audio-Visual Extension (University of Minnesota), 2037 University Avenue, S.E., Minneapolis, Minnesota 55455. Price: $1.95.

Michael C. Latham and Francisco Cobos. "The Effects of Malnutrition on Intellectual Development and Learning." *American Journal of Public Health,* Vol. 61, No. 7 (July 1971), pp. 1307-24.

OLYMPICS INSTRUCTIONAL MANUAL

The American Association for Health, Physical Education, and Recreation and the Joseph P. Kennedy Jr. Foundation have worked cooperatively on a recently released publication. *Special Olympics . . . From Beginners to Champions* contains sections on conditioning and fitness, track and field, swimming, and volleyball. The publication has been designed for classroom teachers, volunteers, parents, and others with little or no background or experience in physical education, recreation, or athletics. Contents provide activities, methods, training cycles, helpful hints, and practical suggestions for working with youngsters regardless of their functional abilities, athletic skill, or previous sports experience. Emphasis is upon year-round broad-based physical education and comprehensive recreation programs. The manual is being sold and distributed through AAHPER Publications-Sales, 1201 16th Street, N.W., Washington, D.C. 20036, at $2.00 per copy.

Carl E. Frankson and Kenneth R. Benson. *Crafts Activities—Featuring 65 Holiday Ideas.* Englewood Cliffs, New Jersey: Educator's Book Club, 1970.

Teachers and recreation leaders are given an intriguing variety of crafts activities specially designed for quick and easy use by children in grades K-6, to be coordinated with major holidays. Each activity—155 easy and inexpensive projects in all—is complete on a single page telling what materials are needed, how to proceed step-by-step, how to take special care in handling certain materials, and how to encourage imagination and creativity among children. Neither teacher nor children need any special mechanical or artistic skills to complete activities; instructions are self-explanatory and children get the full benefit of doing things on their own. An explanation of the significance of each holiday is tied in with projects to illustrate it. All activities and projects have been tested and evaluated over the years with only the best included in the publication.

James H. Humphrey and Dorothy D. Sullivan. *Teaching Slow Learners Through Active Games.* Springfield, Illinois: Charles C. Thomas, Publisher, 1970.

After thorough discussion of the identification of various types of slow learners, the theory of active game learning, research, and factors influencing learning through active games, the text describes over 200 active games for use in helping children learn in the areas of reading, mathematics, and science. Each game contains the concept or skill to be learned along with a specific application of the game in developing the concept or skill. The games serve to remove learning from the realm of the abstract and make it a part of the child's physical reality. Each game has been tested with great success in many actual classroom situations. This publication is valuable as a text in professional preparation courses in special education; as a supplementary text in professional preparation courses involving teaching of reading, elementary school mathematics, science, and physical education; and as a handbook of desirable learning activities and experiences for classroom teachers.

Challenge to Change: Program Guidelines in Physical Education for the Mentally Retarded. Harrisburg, Pennsylvania: Department of Education (Box 911), September 1970.

This manual provides an overview of mentally retarded children and the effects that planned physical education and recreation programs may have upon them. Contents are directed to physical educators, recreation specialists, special education teachers, school health services personnel, and school administrators to encourage the establishment of new programs of activity or revitalization of existing programs. Motor development in children, physical evaluation of the mentally retarded, progressive physical education programs for the retarded, and methodology are among the many specific topics dealt with.

Challenge BOOKS

PATRICIA A. DAVIS. *Teaching Physical Education to Mentally Retarded Children.* Minneapolis, Minnesota: T. S. Denison & Company, Inc., 1968.

In this book of methods for teaching physical education activities and skills to mentally retarded children, a variety of individual and team activities are discussed in terms of procedures, needed equipment, and teaching hints and suggestions. Some attention is given to use of these activities to attain other educational objectives, especially language development. The publication is a resource which can be used by special education teachers, physical educators, recreation specialists, volunteers, and parents.

S. ANNETTE KECK, CONSTANCE R. CURRY, GALE SALZMAN, and CAROL ARSLANER. *Day Camping for the Trainable and Severely Mentally Retarded: Guidelines for Establishing Day Camp Programs.* Springfield, Illinois: Division of Mental Retardation, Department of Mental Health (State Office Building, 401 South Spring Street), April 1970. (Limited copies are available at no cost.)

This publication was prepared by regular and consultant staff of Herman M. Adler Zone Center (Champaign, Illinois) to meet the expressed need of community recreation personnel for a handbook on camping for the trainable and severely mentally retarded. It is not designed as an answer for all problems and situations, but has been written as a guideline and a resource. Sections deal with administering a day camp, physical activities, arts and crafts activities, music activities, sample schedules, forms, job descriptions for staff, materials, and a selected bibliography.

RALPH L. WICKSTROM. *Fundamental Motor Patterns.* Philadelphia: Lea & Febiger, 1970.

The author identifies continuity in the movement patterns of some of the fundamental motor skills as development proceeds from the simple to the complex. A chapter is devoted to each of six common basic skills: running, jumping, throwing, catching, kicking, and striking. The continuity of motor pattern development for each basic skill is followed from the first appearance of the skill, through acquisition of a mature pattern, and into more advanced sport skills. Discussion of each skill covers performance trends, development of form, related mechanical principles, adaptations of basic skill patterns, and analysis of form. Pictorial data are used to illustrate movement patterns. Accurately rendered sequence drawings, made from carefully edited high-speed motion picture films, depict the various aspects of motor patterns at each of the stages of development.

Dental Care for the Mentally Retarded. Birmingham, Alabama: Center for Developmental and Learning Disorders, University of Alabama Medical Center, nd.

This publication deals with a topic which emphasizes the changing responsibilities of ward attendants in residential facilities for the mentally retarded. No longer are attendants viewed as caretakers or custodians; they are expected to help meet residents' educational and emotional, as well as physical, needs. Today's attendant is a teacher, counselor, and parent substitute; he is a model for residents to imitate. The attendant has the key role in providing daily dental care to residents. He may have to provide direct care to severely and profoundly retarded; for others he may only need to supervise toothbrushing and to encourage them to eat a balanced diet. This manual serves as a guide to ward personnel as they select and adapt various methods which best suit a particular ward or cottage and to give them ideas in developing workable approaches to oral hygiene on the ward. One major section deals with "General Information on Dental Health for the Retarded." Specific chapters discuss the why of dental care for the retarded, the attendant's role in providing dental care, dental information, how and when of toothbrushing, care of toothbrushes and equipment, and recognizing abnormal mouth conditions. The second section deals with "Group Care" in cottage programs, suggests program approaches and content, and provides helpful hints and suggestions for helping residents who require total care, partial care, or who are able to care for themselves. A listing of films, slides, and other audiovisual materials is a valuable inclusion. Although this manual is directed primarily to personnel in residential facilities, it is appropriate and useful for supervisors and instructors of in-service programs as well as to parents and workers in day care centers.

GENEVIEVE I. CURRY. *Winter Haven's Perceptual Testing and Training Handbook for First Grade Teachers.* Winter Haven Florida: Winter Haven Lions Research Foundation (P.O. Box 111), 1969.

This publication is designed to help children just starting their classroom activities achieve at levels more nearly equal to their maximum learning potential. The contents can serve dual purposes: suggest remedial activities for older children with specific perceptual problems and provide younger children with appropriate developmental readiness activities as preventive measures. Perceptual figure testing, gross motor training, coordinated physical activities, visual and auditory considerations, program implementation, and conferencing parents are among the many helpful, practical, and useful sections. Although not specifically designed for mentally retarded, the activities, methods, approaches, and procedures are quite applicable and appropriate for those functioning at these same levels. Of particular interest is a chapter dealing with implications for older, corrective students.

EVAN W. THOMAS. *Brain Injured Children.* Springfield, Illinois: Charles C. Thomas Publisher, 1969.

New perspectives in managing children with non-progressive brain injury and functional approaches to diagnosing and treating these children are stressed in the book. Part I of the book surveys this problem as it has been presented in the medical literature under such symptomatic diagnoses as cerebral palsy, mental retardation, epilepsy, behavioral disorders, and dyslexia. The importance of a knowledge of the relationship of the neuropathology to the clinical aspects of non-progressive brain injury is emphasized. Part II discusses the rationale for diagnosing brain injury and for treatment designed to influence the neurological organization of the brain. Criteria for functional evaluations on a developmental basis are presented.

> *"I thank God for my handicaps, for through them, I have found myself, my work and my God."* – Helen Keller

For your additional reading

JOHN N. DROWATZKY. "Effects of Massed and Distributed Practice Schedules Upon the Acquisition of Pursuit Rotor Tracking by Normal and Mentally Retarded Subjects." *Research Quarterly* (American Association for Health, Physical Education, and Recreation), March 1970 (Vol. 41, No. 1).

DOLORES GEDDES. "A Physical Educator's View of Social Aspects of Physical Activity for the Mentally Retarded." *The Journal for Special Educators of the Mentally Retarded* (107-20 125th Street, Richmond Hill, New York 11419), Winter 1970 (Vol. VI, No. 2). *Note:* This journal includes articles concerned with education (broadly defined) of the mentally retarded. Reports of pilot studies, classroom work, and innovations from local programs are encouraged.

"Service to Retarded." *Scouting*, May-June 1970 (Vol. 58, No. 3).

Therapeutic Recreation Journal. Washington, D.C.: National Therapeutic Recreation Society (1700 Pennsylvania Avenue, N.W.). *Note:* This quarterly journal includes articles dealing with various aspects of programing for the mentally retarded. It is free to members; $4.00 per year for nonmembers.

Newsletter of Information Center — Recreation for the Handicapped (c/o Little Grassy Facilities, Southern Illinois University, Carbondale, Illinois) contains articles about ongoing recreation and physical activity programs for the mentally retarded and physically handicapped. Free.

Annual Report of the Motor Performance and Play Research Laboratory. Champaign-Urbana, Illinois: Children's Research Center, University of Illinois. This report contains abstracts of research completed in the laboratory during the year July 1, 1969, to June 30, 1970. Direct requests about the report, laboratory, and specific projects to M. J. Ellis, Director.

JOHN N. DROWATZKY. *Physical Education for the Mentally Retarded.* Philadelphia: Lea & Febiger, 1971.

This book approaches physical education for mentally retarded in terms persons with little or no training in physical education can use for instructional purposes; it also will be of use to professional physical educators and to parents who desire to help their retarded children. The theoretical framework for selecting activities has been integrated with presentation of methods, to help readers develop a better physical education program than would be possible if activities only were presented. The book is divided into two parts for convenient use. The first five chapters present the theoretical orientation of the book and deal with the nature and causes of mental retardation, fitness and motor characteristics of the retarded, the learning process, and planning physical education programs for retarded children. The last seven chapters are more practical and present specific activities and teaching techniques for improving physical fitness, basic movement skills, and perceptual-motor skills. Low organized games, lead-up activities, and sports and recreational skills are included. Chapters deal with teaching aids, special equipment, and resources for teaching mentally retarded children. This publication is especially useful as a multi-purpose resource for classroom teachers, physical educators, supervisors, administrators, special educators, students, and parents.

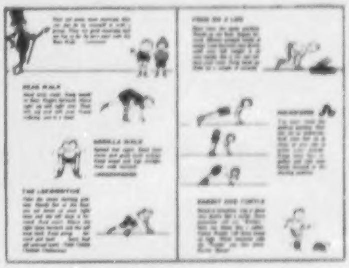
CHARLES J. ALKEMA. *Art for the Exceptional.* Boulder, Colorado: Pruett Publishing Company, 1971.

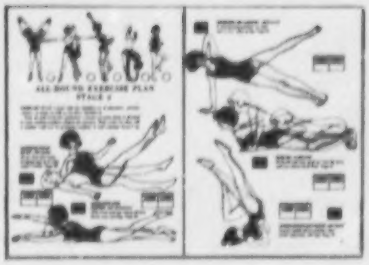
The tone, mood, and objectives of this publication are summarized in the "Afterword." "Having briefly viewed the various types of exceptional children and their problems, one must agree that art experiences, creative in nature, can be of tremendous value in the general development of the exceptional child. By experience and experimentation the teacher can provide the proper atmosphere for these values to be realized so that handicapped children may become adjusted, useful citizens of our society." Although specific chapters deal with physically handicapped, emotionally disturbed, juvenile delinquent, deaf, gifted, and blind children, major attention is given to mentally retarded. In practical, meaningful, and usable ways, the book presents topics such as motivating the retarded, selecting and presenting an art topic, sources of art topics (i.e., field trips, scrap materials, phonograph records, imaginary occupations, science, self portraits), art appreciation, evaluating the art product, special techniques, methods, and materials (i.e., television displays, demonstrations, printing techniques, subtractive method, additive method, stencil printing, monoprints), metal tooling, paper sculpture, mosaics, stitchery, puppetry, clay work, finger painting, crayon techniques, collage techniques, woodworking, and weaving. Samples of children's work and brief annotations about individuals who are responsible for these works are sprinkled liberally throughout the book.

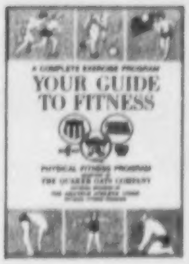
Have you seen these?

Mr. Peanut's Guide to Physical Fitness. Although designed for non-retarded seven, eight, and nine year olds, much of the content of this *Guide* is appropriate and applicable for retarded youngsters. Clever illustrations and simple and direct wording make the pamphlet appealing to youngsters of various ages and abilities. Content is such that other aspects of a child's curriculum can be developed around the booklet. Various projects and reading activities can be stimulated from the booklet. Copies can be obtained from Standard Brands Educational Service, P.O. Box 2695, Grand Central Station, New York, New York 10017. Also available are *Mr. Peanut's Guide to Nutrition* and *Mr. Peanut's Guide to Tennis.*

MR. PEANUT'S GUIDE TO PHYSICAL FITNESS







A Complete Exercise Program: Your Guide to Fitness (distributed through the courtesy of the Quaker Oats Company, Chicago, Illinois, in cooperation with the Amateur Athletic Union). This booklet provides many helpful ideas and suggestions about how to provide vigorous physical activities for children, youth, and adults; sections deal also with important whys of activity. The booklet is well illustrated and designed for persons with little or no special training or background in physical education. Also available from the Quaker Oats Company are helpful brochures entitled *Physical Fitness Program for the Youth of America* and *Your Guide to Fitness.*

VII. FILMS

Movement Exploration: What Am I? Film Associates, 11559 Santa Monica Boulevard, Los Angeles, California 90025. (16mm, sound, color, 11½ minutes)

This film is based on knowledge of the positive relationship between sensorimotor activities and perceptual development. It provides exciting motivation for children and also is an excellent guide for teachers. In exploring movement, children improve their motor coordination, clarify their concepts of direction and space as related to themselves, and promote the development of perceptual skills which affect their ability to read and write. Experiences in movement exploration show children that they can move not only like themselves but also like birds, animals, and machines. Studying the movements of the things around us, and moving as they do, can be fun as well as helpful in developing skills.

Everybody Wins. Bradley Wright Films, 309 North Duane Avenue, San Gabriel, California 91775. (16mm, sound, color, 22 minutes)

Methods, activities, procedures, and techniques of reaching individual children through active participation in physical education are vividly shown in this film. It includes ways and means to recognize a child's readiness for specific activities, to consider his previous experience in these and related activities, and to allow for experimentation to meet individual needs and differences. Logical sequences and progressions from the easiest level to the complex and sophisticated are presented for ball activities, including handling, catching, throwing, and kicking, along with a series of running activities. Concepts introduced and discussed can be applied and adapted to other activities, skills, and movement programs not included in this film. Emphasis is upon the practical, the functional, and the logical with much use made of homemade, improvised, easily obtained, and inexpensive equipment and devices.

Circuit Training. United Association for Retarded Children, 225 East Milwaukee Avenue, Milwaukee, Wisconsin 53202. (16mm, color, sound, 21 minutes)

Practical and functional ways for teachers and students to set up regular classrooms for circuit training are shown and discussed. Specific methods are introduced to meet special needs of mentally retarded youngsters: arrows direct movement from one station to another; charts and pictures depict activities at each station; music times action portion at each station; color coded cards differentiate repetitions for individual students. A class of trainable to severely retarded boys and girls are shown participating in a circuit consisting of such activities as bar press, box step of 6", 12", and 18", sit-ups, medicine ball exercise, half-squat with bar behind thighs, push-up or modified push-up, and bar curl. Different levels of ability among the youngsters are obvious along with ways in which activities are modified.

Floor Hockey (16mm, sound, color, 15 minutes). Canadian Association for Mental Retardation, Kinsmen NIMR Building, York Univ., 4700 Keele St., Downsview, Ontario, Canada.

Floor hockey has proved to be an excellent team activity for both trainable and educable retarded. This film, aimed directly at the players, provides sequences and progressions to help introduce and expand this activity in physical education and recreation programs in public school and community recreation settings. Ways of adapting teaching methods to meet the varied needs and abilities of the retarded are a major contribution of the film. Segments of the film deal with equipment (stick, puck, goalkeeper's face mask) and skills requisite to success in the activity (checking, stick handling, shooting, face off, and passing). Culmination of the film is the Special Olympic Floor Hockey finale between Philadelphia and Montreal in Maple Leaf Gardens in Toronto.

Visual Perception Training in the Regular Classroom (16mm, sound, black and white, 23 minutes). AIMS Instructional Media Services, Box 1010, Hollywood, Calif. 90028.

This film demonstrates how a program for training in visual perception can be integrated with the regular public school curriculum at the kindergartern and early elementary grade levels; techniques and principles also apply to Head Start programs and those of residential facilities and day care centers. The film shows step-by-step training including the use of three-dimensional materials and training in body awareness and directionality as well as two-dimensional pencil and paper exercises. Training is integrated with both receptive and expressive language skills with particular emphasis upon vocabulary denoting size, shape, position in space, and relationships in space. Areas discussed are: eye-motor coordination, figure-ground perception, constancy of visual perception, position in space, and spatial relationships.

Visual Perception and Failure to Learn (16mm, sound, black and white, 20 minutes). AIMS Instructional Media Services, P.O. Box 1010, Hollywood, California 90028.

This film illustrates how learning failure and/or poor behavior in young children is often due to a hidden handicap such as a disability in visual perception. It has been designed to draw attention to the necessity for adequate diagnostic procedures and remedial training when learning does not take place, suggesting the feasibility of introducing perceptual training into regular school curriculums. The film demonstrates the effects of different visual disabilities upon the performance and behavior of children in a regular classroom and in a center for remedial education; explains that good visual preception is not dependent upon good eyesight, but upon the brain's ability to interpret the incoming visual stimuli; shows how the process of perceiving consists of a number of distinct abilities, each of which affects the child's ability to learn in distinctive ways; and outlines and demonstrates a preventive and remedial training program.

Challenge FILMS

Maybe Tomorrow. (16mm, color, sound, 28-minutes). AIM for Handicapped, 945 Danbury Road, Dayton, Ohio 45420.

Punctuated by blind, deaf, mentally retarded, cerebral palsied, and orthopedically impaired children actively participating in movement activities, the role and contributions of AIM (Adventures in Movement) are vividly shown. AIM, organized in 1958 in Dayton, Ohio provides movement experiences for children with various handicapping conditions. Today housewives, teachers, social workers, and others volunteer their talents and services to help these youngsters. Throughout the film AIM instructors show many innovative, imaginative, and effective ways of reaching and teaching youngsters with various handicapping conditions. Emphasis is given to basic movements, the importance of success, achievement, and fun, teaching and reinforcing a variety of concepts through movement, and approaches that are basically the same as those used in teaching normal children. The AIM program is viewed through the eyes, heart, and active participation of a young physical education teacher who enrolls in the training program so that she too can be involved and contribute. Scenes are shown from the annual summer seminar where AIM personnel meet to exchange ideas and share their experiences to improve, enrich, and expand movement opportunities for all youngsters. Gene Kelly narrates the film, but the mission and the impact of AIM are expressed at the end of the film by a young girl on crutches who confidently says, "I can walk all by myself!"

Dance With Joy. (16mm, color, sound, 13-minutes). Documentary Films, 3217 Trout Gulch Road, Aptos, California. (Rental, $17.50 per day; purchase, $155).

This film is designed for teachers, psychologists, and those involved with programs in early childhood education specifically, and in elementary education generally. A racially and socioeconomically integrated group of two-and-a-half to four-year-old children respond to the inner stimuli of music and rhythm in an experimental early childhood education program. The film suggests that children are natural dancers when given the opportunity and that they need to be quickened from within and allowed to move in their own ways. The film depicts an experienced teacher of dance creating an environment within which very young children find spontaneous, bubbling, *un-adult-erated* expression for their own deeply felt language of movement. The film also shows the dance teacher working with older elementary children to illustrate the longitudinal effectiveness of her philosophy of movement and dance. The brief narration, occurring at three different points in the film's development, emphasizes the consultant's philosophy that when the teacher creates an uninhibiting atmosphere in which the child's own way of moving is stressed, and in which no standards of achievement are set, the child becomes free to *Dance With Joy.* The philosophy, activities, methods, and approaches are appropriate for youngsters with various handicapping conditions including the mentally retarded, emotionally disturbed, and physically involved.

A Walk in Another Pair of Shoes. (35mm filmstrip or 35mm slide with synchronized cassette tape; color, 18½-minutes). California Association for Neurologically Handicapped Children, Film Distribution, P.O. Box 604, Main Office, Los Angeles, California 90053. Filmstrip set, $6.90; slide set, $21.00.

This program, narrated by Ernie Ford, was produced to alleviate the problem of teasing educationally handicapped children by regular school children. A secondary goal was to communicate to teachers and others who work with these children how it feels to be a child with learning disabilities. Focusing on an educationally handicapped boy, the problems of visual and auditory perception and impaired muscle coordination are illustrated as they occur in the classroom and on the playground. The dialogue repeatedly calls the viewer's attention to how it would feel to be educationally handicapped. The handicapped child's potential to excel in music, art, or science is illustrated. Reference is made to several well known people who have been identified as having learning disabilities. The film suggests how a normal child might be a friend to a handicapped child and illustrates ways he might help him to bear or overcome his handicaps. The story is held together with the theme of the old Indian prayer, "Great Spirit, grant that I may not criticize my neighbor until I have walked a mile in his moccasins." The melody for the theme song, "A Walk in Another Pair of Shoes," was composed by Dean, the educationally handicapped child about whom the story was written.

Looking for Me. (16mm, black and white, sound, 29-minutes). New York University Film Library, 26 Washington Place, New York, New York 10003.

The use of dance and movement as a therapeutic tool is explained by an investigation of the therapeutic benefits of patterned movement in work with normal preschoolers, emotionally disturbed children, autistic children, and adult teachers. Particular emphasis and consideration are given to movement as an alternative to traditional approaches for reaching children with specific problems. Personal and individual growth are shown as the children involved become more conscious and aware of themselves and their bodies, share experiences with others, and exhibit self-discipline through greater confidence and self-assurance. The importance of recognizing ways in which children communicate through body language receives special emphasis. Activities and expressions emphasized are those meaningful to children. Dance and movement are shown to be effective ways of teaching children to feel as little conflict as possible between their bodies and their emotions. Body language is felt to be the basis for real communication and the first step in total personal integration as well as verbal language. Especially for those for whom growing is a painful experience, various body movements become important activities and experiences in the long developmental journey from infancy to adulthood.

Automated Devices (16mm, sound, color, 15 minutes). Warren Johnson, College of Health, Physical Education, and Recreation, Preinkert Field House, University of Maryland, College Park, Maryland.

Several pieces of apparatus developed specifically to motivate children with various physical/motor problems, deficiencies, and difficulties are shown. Apparatus includes: *Follow Me Balance Beam*—lights come on to reenforce success as child moves along the beam; *Walk Trainer*—sound and light feedback are given to a youngster when he executes correct movements; *Multipurpose Rebound Box*—light after each successful response stimulates the individual to continue to the next task; *Walking Posture Training*—channels or wires are used to assist a child make appropriate movements; *Crawl Trainer*—pictures and similar devices are used to encourage a youngster to crawl.

Children's Physical Developmental Clinic (16mm, sound, black and white, 27 minutes). Warren Johnson, College of Health, Physical Education, and Recreation, Preinkert Field House, University of Maryland, College Park, Maryland.

A typical Saturday at the Children's Physical Developmental Clinic, University of Maryland, is shown. Discussions are included about the clinic population—youngsters with a variety of physical, mental, emotional, and social problems, difficulties, and deficiencies; about clinicians who serve the youngsters—undergraduate and graduate students at the University; and about the philosophy and operation of the Clinic itself. Children are shown participating in a variety of physical/motor activities designed to help them make friends with themselves and to assist them sculpture whole new selves; clinicians are described as catalysts in this process. Pre- and post-Clinic sessions are shown as staff and clinicians plan the day and evaluate progress of specific children.

Thinking—Moving—Learning (16mm, sound, color, 20 minutes). Bradley Wright Films, 309 North Duane Avenue, San Gabriel, California 91775.

Various basic motor activities that contribute to the total growth and development of children are demonstrated. Emphasis is placed upon the fun and success children have in performing and achieving in innovative, creative, and easily designed activities. Although many specific methods, approaches, and easily obtained devices are shown, viewers are encouraged to develop programs and procedures of their own. Representative activities are shown on the balance beam or walking board, in movement exploration, with balls, with ropes, on mats, with shapes and numbers painted on the playground, on bouncing apparatus, with form perception boxes, and over obstacle courses. Activities stress improving motor skills, developing perceptual abilities, and fostering confidence and self-image. Consultant for the film is Jack Capon, Alameda, California, author of an article in the January-February 1971 issue of *Challenge* in which some of the approaches were discussed.

Specific Sports Skills (16mm, sound, color, 20-minutes). Documentary Films, 3217 Trout Gulch Road, Aptos, California.

This film applies movement exploration specifically and successfully to teaching volleyball skills and activities. Layne Hackett shows that movement develops sequentially from self-discovery through a transitional phase to specific sports skills. As objectives of movement education become more refined, the teaching method becomes more analytical and directed. In teaching for transfer of skills, there is a combination of (1) movement exploration in which structured formations are kept to a minimum, an adequate supply of equipment is available, and teachers challenge students to respond and then evaluate their responses, and (2) *coaching specific sports skills* in which demonstrations are used when these are most effective and efficient, individual analysis and assistance is given when needed, solutions to problems are confined to rules of the game, and only one correction or progression is presented at a time.

Why Billy Couldn't Learn (16mm, sound, color, 40-minutes). California Association for Neurologically Handicapped Children, P.O. Box 604, Main Office, Los Angeles, California 90053.

This film shows neurologically handicapped children in classroom and playground situations; it highlights the characteristics of these children and their learning problems. The movie was filmed at the Palos Verdes Unified School District (Southern California) and focuses on the diagnosis and teaching techniques used in a special classroom for educationally handicapped. There are many fascinating and thought-provoking scenes; things are left unsaid or are only suggested so that the film does not overpower the viewer. It is dedicated to finding better ways of doing things for neurologically handicapped children so that each has opportunities to become as independent as possible and to grow into a rewarding adulthood.

Mental Retardation Films. Parsons, Kansas: Audio-Visual Department, Parsons State Hospital and Training Center (P.O. Box 738).

Production of this list of 16mm films on mental retardation was undertaken by the staff of Parsons State Hospital and Training Center as an outgrowth of the International Film Festival on Mental Retardation. Each film in the list was checked to ascertain its direct relationship to the field of mental retardation and to eliminate any dealing with subjects peripheral to the field. Films are listed in alphabetical order and no effort has been made to cross-reference or index them. There are entries in physical education, physical fitness, motor development, recreation, camping, dance, perceptual-motor activities, outdoor education/recreation, art, music, and movement activities with and for mildly, moderately, profoundly, and severely retarded.

Challenge FILMS

The Proud Ones. (16mm, sound, color, 13½ minutes) Montana Film Productions, 1236 Helena Avenue, Helena, Montana 59601.

Purposes, reasons, and values of active participation by mentally retarded in sports, athletics, and other fun activities are presented in terms of the Montana Special Olympics. Boys and girls are shown swimming, running, jumping, and throwing in competition as well as eating, dancing, mixing with others, relaxing, and having fun. The traditional Olympics parade and lighting of the flame are inspiring. Swimming and track and field events are shown as ways for participants to establish goals that are important to them to be individuals, to have a sense of belonging, to experience success, and to stand tall in victory or defeat. As youngsters leave for home each shows a newfound sense of independence, a personal feeling of accomplishment, and pride in having done his best.

A Song for Michael: A Demonstration of How Music Therapy Is Used To Develop Language in a Multiply Handicapped Boy of Fourteen (16mm, sound, black and white, 22 minutes). Music Therapy Center, 840 Eighth Avenue, New York, New York 10019.

This film presents a condensation of one actual music therapy session. It demonstrates how music is used at the Music Therapy Center as a functional tool to promote emotional and social growth as an adjunct to psychotherapy. Even in the space of one session, Michael displays the bewildering variety of symptoms and responses on which his conflicting diagnoses of autism, schizophrenia, brain damage, and mental retardation were based. The viewer sees how the therapist deals with the many levels of behavior in terms of the goals of establishing and strengthening associative thinking and eliciting communication. More than a dozen songs and games are used in this film and, out of their phrases, rhythms, and meaning are devised the materials for facilitating interplay, establishing identity, and achieving autonomy. Despite some production flaws—the photographer's too frequent use of the zoom lens results in some distracting out-of-focus frames—the film is well worth seeing, especially by therapists, special education teachers, and others who work with mentally disturbed children. The film is intended for professional audiences rather than for the general public.

Splash (16mm, sound, color, 21 minutes). Documentary Films, 3217 Trout Gulch Road, Aptos, California 95003.

Exciting, stimulating, and fun ways to use water environments—pans, sprinklers, wading pools, and swimming pools—and aquatic activities to introduce and reinforce a variety of concepts are presented to sub-trainable-severely mentally retarded and multiple handicapped children in practical, functional, and meaningful ways. Emphasis is placed upon developing self-help skills, such as undressing and dressing, paying attention and responding to directions through simple instructions and signals, improving kinesthetic awareness and balance with aquatic games and water exploration, stimulating language development by talking about things, promoting breath control by bubbling and blowing, sharpening visual and auditory discrimination by retrieving objects from underwater and with different games, and encouraging memory and attention through most all games and activities. In addition to readiness activities, academic concepts such as counting along with words like empty/fill, push/pull, toward/away, touch/grasp, and hold/drop are presented to and experienced by the children with feeling in the water environment. Water offers a tremendous motivation for learning that has been relatively untapped, and it is so simple and inexpensive! The children in the film show that it's fun to learn to splash and to splash to learn—developing swimming skills is an added and often unexpected bonus!

HAP—America at Its Best (16mm, sound, color, 27 minutes). Columbia Forum Productions, 10621 Fable Row, Columbia, Maryland 21043.

The Handicapped Athletic Program (HAP) has shown that mentally and physically handicapped can help each other. HAP, a community project in Anne Arundel County (Maryland), teaches mentally and physically handicapped children and young people to help each other through sponsoring and supervising athletic contests such as softball, basketball, and bowling, as well as social affairs such as parties, banquets, and picnics. Participants in HAP practice a lot of teamwork by shouting encouragement to one other in their ball games and by openly showing affection for teammates; they are taught to be patient with those who are slower to learn and to tolerate unusual game rules which help players with less ability (e.g., one softball rule allows poor players six strikes while good players get only three). HAP has brought a sparkle of life to many children who previously shut themselves in a mental closet because the world offered them no normal social contact. Youths who could only stagger now run and jump with abandon. This film vividly brings to life the physical and social therapy for mentally and physically handicapped children and young people through team-oriented athletics.

In–Out–Up–Down–Over–Under–Upside Down. (16mm, color, sound, 9-minutes). ACI Films, 35 West 45th Street, New York, New York 10036.

Each of these words is introduced and reinforced by sound, action, and the superimposed word to an original and catchy musical score. Although this is one of eleven titles in a *Starting to Read* series designed to introduce words and concepts to beginning readers, there are many subtle and underlying implications for coordinating physical education and classroom activities. Many activities presented to develop these particular concepts are play and activity oriented – swimming, camping, outdoor education, ball activities, stunts, and tumbling. In addition to being directly applicable to and usable in classrooms, many ideas for relating movement, physical activities, and motor performance to teaching and/or reinforcing other concepts are provided.

Community Adaptive Recreation Program for the Handicapped. (16mm, color, sound, 7-minutes). Recreation and Adult Division, Milwaukee Public Schools, P.O. Drawer 10K, Milwaukee, Wisconsin.

Emphasis in this film is upon a balanced teaching and training developmental program through recreation; it is based upon activities sponsored by the Recreation and Adult Division, Milwaukee Public Schools. Adaptation, imagination, and ingenuity are keys to the program; games and equipment are custom-made where needed. Activities are designed to meet individual needs and to satisfy personal interests so that each child is encouraged to act. Staff patience and kindness encourage and motivate many youngsters so that they can and do return to the regular program. Paraprofessionals and volunteers play important roles in carrying out a program of *fun activities* that become *learning activities.* Active participation leads to greater mobility, manual competence, language development and usage, and social interaction by the youngsters. The basic philosophy of the Division and this program is to provide opportunities for these children to do things that can be done by any other child, since these youngsters are people first, and handicapped second.

Beginnings – A Film About Play. (16mm, color, sound, 14-minutes). Produced by Toy Manufacturers of America and distributed through Modern Talking Picture Service.

Children are studied and discussed in terms of their world of play. Play is learning of the highest order; all play is approached as educational, developmental, and creative. Too often adults fail to view things from the child's constantly changing vantage point and consequently don't recognize various types and levels of play: *physical/motor, sensory/creative/exploratory, artistic/crective problem solving, intellectual, fantasy/dramatic play,* and *organized games.* Each type of play is essential and is to be encouraged, stimulated, and promoted. Emphasis in play is upon the individual since every child develops at his own and different rate. It is important for adults to join in the experience and *play with the child,* not have him play with you. When playing with a child, give him attention, enrich his play experience, add complexity slowly, let him develop at his own pace, and encourage him to explore in his own way. Play is rewarding to all involved – it provides first hand experiences and opportunities while so much of formal education is second hand.

Thursday's Children. (16mm, color, sound, 29-minutes). Swank Motion Pictures, Inc., 201 South Jefferson Avenue, St. Louis, Missouri 63166.

This film deals with the importance and influence of the first four years in a child's total growth and development. Normal growth patterns are presented but emphasis is upon deficiencies in which youngsters with normal intelligence present abnormal growth patterns. Causes and effects of developmental lags and deviant behaviors are discussed in terms of predicting high risk youngsters because of motor problems, gross and/or fine motor difficulties, communication problems, poor memory, short attention span, distractibility, hyperactivity, lack of hand-eye coordination, inability to organize himself or his environment, and emotional overlays. Assessment and diagnostic procedures at Miriam Diagnostic Pre-School (Webster Groves, Missouri) are presented in terms of the school's major program objective – to have children eventually enroll in regular schools. Standardized test results are used as indicators and for supportive evidence while observation, learning profiles, and flexibility are stressed in assessment procedures. Peer teaching in which a child strong in a given area or skill works with a child weak in that same area or skill is described. Limited free play provides opportunities for children to make choices within boundaries that they can tolerate and handle. Much emphasis is placed upon the role of the *teacher* as the key to controlling group interactions, promoting self-confidence, and relieving fears and tensions among children. The importance of adaptability, flexibility, cooperation with other agencies, and individualization is stressed. This film is appropriate for any group – lay, student, or professional – to obtain practical information and insights into problems children face in growing and developing and ways to prevent and remediate these conditions.

Challenge FILMS

A Child Creates (16mm, color, sound, 7-minutes). Soundings, 2150 Concord Boulevard, Concord, California 94520.

A philosophy of art education for young children is presented in a film that can be used in teacher education, in-service activities, and parent-teacher groups. Two kindergartners touch and feed many different animals at a children's zoo, and then create their impressions the next day at school with paints, felt pens, and crayons. A child creates naturally with a richness of color and freedom of form. The role of the adult in fostering this creativity consists of providing enriching experiences and free environment, of listening, and answering the child's questions, of allowing him to make mistakes, and of recognizing him as a person in his own right. A child will respond in proportion to the depth and warmth of stimulation he receives. Finding beauty in his art, a child develops other potentialities in himself and seeks to expand his awareness of the world about him.

Tune Into Fitness (16mm, color, sound, 28-minutes). State Department of Education, Tallahassee, Florida 32304.

Describes a comprehensive physical education program developed under the Title III Elementary and Secondary Education Act project at Melrose Park Elementary School. Many innovative and inexpensive pieces of equipment are demonstrated. Apparatus has been scaled to size and ability of children and emphasis is on what not to do as well as what to do on each item. Children are tuned in and turned on by the variety of activities provided. Fitness is obviously fun for these children. Lifetime recreational skills and sports are an important part of the total program. Workshops and clinics are held for teachers in other counties served by the project so similar programs can be introduced throughout this section of Florida. Children from special education classes participate in both general and special classes as part of the comprehensive program. Obvious consideration for children's interests, developmental progressions, creative approaches, and fun are evident throughout the film.

We Can Grow (16mm, color, sound, 13-minutes). ACI Films Inc., Distribution Center, P.O. Box 1898, 12 Jules Lane, New Brunswick, New Jersey.

This is a film about how crippled, deaf, and blind youngsters get started in school. These children are seen learning things all children learn and playing games all children play, but in ways adapted to their specific conditions. A simple poetic commentary, spoken from the viewpoint of the children, describes how impaired sensory modes or physical abilities can be supported by others, and how braille, lipreading, physical therapy and other techniques figure in the learning process. Basically this film is less clinical than spiritual as its subject is the struggle of children who are determined to learn, move, and grow in spite of impairments and disabilities. It presents a courage that communicates to other children and to adults equally and immediately. Emphasis throughout the film is upon each youngster's abilities as shown through their active participation in playground, nature, arts and crafts activities.

I Can Learn (16mm, black and white, sound, six 27-minute films). Franklin County Curriculum Materials Center, 46 East Fulton Street, Columbus, Ohio 43215.

This series introduces typical problems of children with learning disabilities and suggests basic techniques for remediation before severe learning problems develop. Each of the six films deals with a specific aspect of the total problem.

- *Identifying Learning Disability*—introduction to characteristics of learning disabilities. Stresses the role of education and medicine in dealing with these problems. Definition of learning disabilities, causes, identifying classroom characteristics, team approaches, basic classroom procedures, and possible special programming methods are discussed.

- *Perceptual-Motor Training*—explores relationships between gross and fine motor coordination and classroom functioning. Film segments include activity demonstrations, definition of perceptual-motor training, characteristics of children with poor perceptual-motor skills, and examples of perceptual-motor activities.

- *Developing Auditory and Communication Skills*—describes effects of auditory-perception weaknesses on language development and learned academic skills and illustrates appropriate remedial techniques. Defines auditory perception weaknesses and their effects upon academic learning, effectiveness of training techniques, and examples of auditory perception training.

- *Developing Visual-Motor Skills*— discusses need for sufficient visual perceptual development for discriminating shapes and in academic pursuits, visual motor activities are demonstrated. Film addresses itself to defining visual-perceptual weaknesses and their effects upon academic learning.

- *Remedial Language Arts*—outlines remedial reading techniques for intermediate grade children who have not received preventive educational programming in the early grades. Types of reading instruction, determining specific needs of children with reading problems, and giving supportive help in other subject areas where reading at grade level is required are discussed.

- *Directive Teaching*—illustrates combining academic instruction and control of classroom behavior. Film treats definition of steps involved in applying directive teaching.

The Madison School Plan (16mm, color, sound, 18-minutes). Aims Instructional Media Services, Inc., P.O. Box 1010, Hollywood, California 90028.

The Madison School Plan is an innovative learning center concept providing for the education of exceptional children in a setting allowing free flow of children between regular and specialized classes. It shows elimination of traditional disability grouping for all but administrative purposes and illustrates an instructional program linked to a continuous assessment of those educational variables which operate to hinder the performance of the exceptional child in regular classrooms. Labels are done away with as children move progressively through levels pre-academic I, pre-academic II, and academic I to the regular classroom academic II. At each level youngsters are given increasing opportunities to function in groups with less individualized attention and support and to use regular lessons and curriculum materials. Tangible rewards are reduced as youngsters move toward regular classroom placement.

The Santa Monica Project (16mm, color, sound, 28 minutes). AIMS Instructional Media Services, Inc., P.O. Box 1010, Hollywood, California 90028.

The Santa Monica Project engineered classroom demonstrates a clearly designed set of educational procedures easily applied to typical public school classes for educationally handicapped and/or emotionally disturbed children 6 to 15 years of age. It is designed to bring overt behavior of children into line with minimum standards required for learning. The program helps lengthen attention span, promotes successful accomplishment of carefully graded tasks, and provides an environment with rewards and structure. The hierarchy of educational goals described includes helping students sequentially gain ability in these traits: attention, response, order, exploratory, social, mastery, and achievement. Each student works within this structure at tasks for which he is rewarded in terms of attaining goals and fulfilling objectives in areas where he needs special attention. Although many of these children occasionally take a step backward, this program and its special approach are designed to help them then take two steps forward.

Challenge: A Camp for All Seasons (16mm, sound, color, 12-minutes). Easter Seal Society of Florida, 231 East Colonial Drive, Orlando, Florida 32801.

Camp Challenge is a recreation and rehabilitation facility in central Florida supported by the Easter Seal Society of Florida. Its program is designed to challenge both children and adults with a variety of impairments and disabilities. A general camp program routine is followed for two-week sessions which provide opportunities for each camper to participate in arts and crafts, nature, aquatics, small craft, fishing, dancing, archery, bowling, and other recreational sports. The therapeutic design of the swimming pool affords multiple use; wooded and play areas complement nature and outdoor activities; an artificial lake creates opportunities for experiences in small craft and fishing; buildings are functional as well as aesthetic. A highlight of each session is a colorful Olympics in which all campers participate enthusiastically in competitive events by skill and ability levels. Emphasis is on personal concern for campers through a great deal of individual and group contact and interaction. Another feature of the camp is a Center for Learning and Training in which parents are actively involved with specialists in speech, hearing, and vision. A special camp session is held for stroke victims. Training implications for medical, paramedical, professional, and volunteer personnel are evident and mentioned; however, there is no elaboration on such program opportunities. The film presents camp facilities, shows campers in activities, and depicts a general overview of camp management and support that will be useful for promotional purposes and general audiences.

Tools for Learning. (16mm, color, sound, 27-minutes). Kingsbury Center, 2138 Bancroft Place, Washington, D.C. (Rental $25; purchase $250).

A sculptor and master artist introduce elementary school children to academic skills through woodwork. The children concentrate on making a product such as a chair, table, boat, or musical instrument while the sculptor concentrates on such learning processes as coordinating eye and hand, planning, organizing, and understanding sequences, and the relationship of the parts to the whole. As the children work, they acquire solid academic skills and reading foundations. The children are introduced to new fields of knowledge. A young boy and girl begin to understand anatomy as they make chairs to fit their bodies. Another child makes a musical instrument and learns about vibrations of sound. Two boys build a rowboat and learn about principles of physics. Each student takes home not only a product to use and skills that can be applied to many other situations, but also the knowledge that "I can do it!" The film documents Kingsbury Center Lab School's successful use of the arts as a central part of elementary education and urges the increased involvement of artists as part-time teachers in the early grades.

Challenge FILMS

Changing Expressions (16mm, sound, color, 20 minutes). Education Service Center, Region XIII, 816 East 53rd Street, Austin, Texas 78751.

This film is concerned with evaluation and teaching methods used in the Title III, federally supported research grant, Functional Concepts in Physical Education for Mental Retardates, at Austin State School (Texas). It shows how teaching is planned specifically around the breakdown of activities. Emphasis is on conducting a flexible physical education program and on developing the participant's personality through interaction, competition, and successful experiences.

Patterns (*Challenge*, September 1969), the first of two films developed in the Austin State School Title III Project, is also available from the Education Service Center. Purchase price for both films is $160; rental is $4.00 per day or $15.00 per week.

Just for the Fun of It (16mm, sound, color, 18½ minutes). Orange County Department of Education (Educational Media Center), Civic Center Drive, Santa Anna, California.

Presenting a series of physical activities for mentally retarded children, this film shows ideas and activities from the most simple to the complex. Teachers of mentally retarded children can learn how a physical education program can become more meaningful and important. Those viewing the film will see what can be taught to and accomplished by these children (CA 5 to 21; MA and physical maturity 2 to 12) in physical motor activities. Activities in many different areas are shown: posture improvement, balance training, body awareness, spatial awareness, anticipation and timing training, group participation, increasing attention and lengthening interest span, muscle strength and endurance. Creativity should be stimulated, since many of the activities shown are done with inexpensive, easily obtained, and highly motivating pieces of apparatus.

Developmental Physical Education (16mm, sound, color, 28 minutes). Simenson and Johnson, Box 34, College Park, Maryland (available for rental or purchase).

The film demonstrates a program of sequentially arranged motor development activities in a school for trainable mentally retarded students 6 to 15 years of age. (Those doing the teaching are students in a special clinic at the University of South Florida).

The programs depicted, which present activities in appropriate sequence and meaningful progressions, help youngsters to follow directions, be successful, gain in confidence, become more cooperative, and gain in physical fitness and motor ability. Most of the many different activities presented require little in the way of expensive or extensive equipment. Teacher-leader participation, ingenuity, and sincere interest in the children are clearly evident. Enjoyment, pleasure, and fun by the children are reflected through the spontaneity of their participation, the nature of their comments, and the expressions on their faces. The philosophy embodied in the final words, "To move is to live and to enjoy the quantity and quality of life," is shown in action for all to incorporate into their own programs.

IX. RESEARCH

William E. Graveline. *A Study of the Effect of a Physical Education Program on the Manual Dexterity of Educable Mentally Retarded Boys at the Opportunity Training Center at Grand Forks, North Dakota.* Masters thesis. University of North Dakota, Grand Forks, August, 1968.

Experimental (N = 7; CA 16 to 21; IQ 56 to 78) and control (N = 7; CA 18 to 21; IQ 59 to 78) groups of male subjects were compared on four measures of manual dexterity (U.S. Department of Labor General Aptitude Test Battery; assembly and disassembly tasks consisting of putting washers on rivets and then placing them on corresponding holes on a board; adaptations of Minnesota Pegboard Test; and a turning task) to determine effects of a structured physical education program on manual dexterity of educable mentally retarded boys. The experimental group participated in a structured physical education program consisting of 80 percent arm and hand development activities and 20 percent gross muscle development activities. This special program consisted of 24 one-hour class periods, three days per week. During this time the control group was enrolled only in the vocational training program. Analysis indicated that the experimental group had significant gains on two of the four test items and it was concluded that participation in a physical education program did improve manual dexterity of these mentally retarded boys. Several observations were also reported: (1) physical disabilities such as cerebral palsy and muscular dystrophy influenced performances of subjects; (2) performance of certain activities is affected by a pyramiding effect where success or failure on one part determines success or failure on succeeding aspects of the task; (3) specific nature of physical and motor activities was apparent as some subjects who did poorly on those test items did well in other activities such as ceramics, (4) importance of fundamental elements of physical fitness and basic motor performance as a basis for many activities was noted. At certain points and at specific levels, physical education cannot be overlooked or neglected.

Nedia Dora Morene. *A Study of Static and Dynamic Balance of One Hundred Educable Mentally Retarded Children in Laredo, Texas.* Master's thesis. Texas Woman's University, Denton, August 1968.

This study was designed to determine performance of 100 educable mentally retarded children (N = 57 boys, CA = X = 12.8; 43 girls, CA = X = 12.3; CA = 8 to 15, X 12.6; IQ = 47 to 77, X = 63.8) in Laredo, Texas elementary, junior and senior high schools on tests of static (Bass Balance Stick Test) and dynamic (Springfield Beam Walking Test) balance. Results indicated (1) low positive and significant relationships between static balance and IQ and CA; (2) low positive relationship between dynamic balance and IQ and CA; (3) low positive relationship between static and dynamic balance; and (4) the higher the IQ, the higher the dynamic balance score.

Wilma Lucille Laffoon. *A Comparison of Flexibility in Mongoloid, Other Mentally Retarded, and Normal Children.* Master's thesis. Hendrix College, Conway, Arkansas, July 1968.

This study purported to determine if significant differences in extent flexibility as measured by toe touch, twist and touch, abdominal stretch, and spinal extension test existed among mongoloid, other types of mentally retarded, and normal children. Subjects were from Children's Colony, Conway, Arkansas (20 girls, CA 11-18, 10 mongoloid IQ 16-35 and 10 other retarded IQ 15-39; 20 boys, CA 11-21, 10 mongoloid IQ 13-23 and 10 other retarded IQ 19-50), from a private school in Conway matched according to CA and sex with children from the Colony, and from Hissom Memorial Center, Sand Springs, Oklahoma (24 girls, CA 7-18, 12 mongoloid IQ 17-59 and 12 other retarded IQ 30-69; 18 boys, CA 8-19, 9 mongoloid IQ 20-49, and 9 other retarded IQ 18-72). Overall results showed mongoloid girls significantly superior to retarded girls in toe touch and twist and touch; mongoloid boys significantly superior to retarded boys in spinal extension; and retarded boys superior to mongoloid on abdominal stretch. At Hissom Center, mongoloid girls were significantly superior to retarded girls on toe touch and twist and touch; mongoloid boys significantly superior to retarded boys on spinal extension; and retarded boys significantly superior to mongoloid boys on abdominal stretch. Generally, results favored mongoloids over normal comparisons although only differences in the toe touch were significant. No significant differences were found among mongoloid and normal boys, mentally retarded and normal girls, and mentally retarded and normal boys. The question was raised as to why mongoloids tended to be more flexible than the other groups; perhaps irregular body build, laxness of joint ligaments, or some unidentified reasons were responsible.

Gladys Glenna Gwendolyn Britt. *The Effects of a Physical Education Program on the Balance and Coordination of the Trainable Retarded in Hampton, Virginia.* Master's thesis, East Tennessee State University, Johnson City, Tennessee, August 1968.

The purposes of this study were to determine the effects of a planned program of physical activities designed to improve balance and coordination of trainable mentally retarded (N=8; CA 8-2 to 10-4; MA 2 to 4-5; IQ 30 to 60) and the effects of participating in these physical activities upon the social behavior of these boys and girls. Measurements included a balance beam test (static balance), leaping footprint test (dynamic balance), throw and catch test (eye-hand coordination), and criss-cross test (eye-foot coordination); social behavior was evaluated with a rating scale developed by the investigator. Balance and coordination test items were administered four times—in September before introducing any physical activities; in December after a unit of low organized activities; in March after a unit in rhythms; in May at the conclusion of the program. Assessments of social behavior were made in September and May. Results indicated that this program of physical activities had significant effects upon balance and coordination as measured by these four tests; no significant changes occurred in social behavior.

Tyzz Lang Chen. *An Experimental Evaluation of the Effectiveness of Using an Automated Gross Learning Device To Improve Neuromuscular Control of Mentally Retarded Children.* Master's thesis, University of Maryland, College Park, Maryland, 1966.

This study was developed to determine the effectiveness of an automated gross motor learning device (AGMLD) in teaching motor tasks to mentally retarded children (N-22; CA 6 to 13; IQ 40 to 70). Seven items from the Lincoln Oseretsky Test were used to measure different attributes of neuromuscular control and coordination. Experimental and control groups were paired on the basis of sex, age, and IQ. The experimental group worked on the AGMLD three times per week over a four week period (12 10-minute sessions). The AGMLD involved walking and following footprints with toes turned out at 45 degrees, aligned straight, and with feet crossed over one another on each step. Although no significant differences existed between groups on the pretest, significant differences favoring the experimental group were found on six of seven posttest items—walk backwards, stand on one foot, jump over a rope, stand heel to toe, hop, and throw a ball at a target. It appeared that training with the AGMLD did favorably influence these mentally retarded children to perform better and to exhibit greater neuromuscular control and that these tasks on this AGMLD were an effective way for improving neuromuscular control of the mentally retarded. *Note.* See Challenge Films in this issue for a summary of a movie dealing with this and other automated devices used in the Children's Physical Developmental Clinic at the University of Maryland.

Ruth Meredith Davis. *The Relations Between Body Image Boundary and Physical Fitness in Children from a Trainable Program for Mental Retardates.* Doctoral dissertation, Ohio State University (Columbus), 1970.

This study was designed to explore relations between body image boundary and physical fitness in mentally retarded subjects (N-33 male, 21 female; IQ 30-78; CA 12-20) attending a public day school with a program for trainable mentally retarded. The Holtzman Inkblot Test, scored for barrier and penetration, was used to assess body image boundary; the AAHPER-Kennedy Foundation Special Fitness Test was used to evaluate physical fitness status. Chronological age, IQ, and mental age were obtained from school records.

Since the degree of body image boundary definiteness had been found in a previous study to be a good predictor of the social adjustment of mentally retarded children, the position taken for this study was that if physical fitness contributed to the social adjustment of retarded children, then measures of physical fitness would be related to the social adjustment predictor of body image boundary definiteness. Results showed:

- Significant relationships between barrier score and fitness measures with both male and female groups for which shuttle run and sit-ups were the significantly related items; penetration score was significantly related to all fitness tests for male subjects.
- Male subjects in general superior to females in performance of fitness tasks; barrier score was higher for female subjects and their penetration score lower.
- Mean scores of subjects in terms of body image boundary similar to nonretarded subjects of similar chronological age. Using barrier score as the predictor of socialization, subjects would appear to be capable of fairly normal social adjustment within their own group.

The nature of the significant relations seemed to indicate that subjects with only mediocre physical fitness scores evidenced the greatest potential for social adjustment as measured by barrier score. The number and extent of relations were not sufficient to be conclusive, but the study did not support the supposition that a higher level of physical fitness contributes to the social adjustment of retardates.

Billy Joe Brown. *Some Relationships Between Intellectual, Social, and Physical Variables and Physical Performance of Selected Trainable Retarded Subjects.* Doctoral dissertation, University of Cincinnati, Cincinnati, Ohio, 1970.

This study was designed to investigate some relationships between *intellectual* (from scores on either the Stanford-Binet or Weschler Intelligence Scale for Children which had been administered by qualified psychologists within at least four years), *social* (determined by the Vineland Social Maturity Scale), and *physical variables* (developmental age determined by plotting height and weight on the Wetzel Grid) and *physical performance* (determined by the AAHPER-Kennedy Foundation Special Fitness Test) of 179 trainable retarded subjects enrolled in a nondistrict public school for TMR in Cincinnati, Ohio. Subjects were legally excused by the Ohio Department of Education from regular school because of mental deficiency resulting in an IQ below 50, had a mental age not lower than two years and six months, were between 12 and 19 years of age, had a developmental level not lower than three years, were toilet trained, were ambulatory, and were able to demonstrate benefits from classroom experiences. Of the subjects, 103 were males and 76 females, 122 Caucasians and 57 Negroids, 82 classified as mongoloids and 97 classified with other etiologies, and 103 moderately and 76 severely retarded. A Stepwise Discriminate Analysis, giving means, standard deviations, F-tests, and discriminate analysis, was used to analyze data. Results revealed that:

1. Moderately retarded performed significantly better than severely retarded on the 7 items of the Special Fitness Test.
2. Males performed significantly better than females on the seven items of the Special Fitness Test.
3. Although Negroids had better performances on the seven items of the Special Fitness Test, no significant differences were found between Caucasian and Negroid subjects.
4. Significant differences were found among performances of chronological age groups (12-13, 14-15, 16-17, 18-19) on the arm hang (arm and shoulder strength), 50-yard dash (speed), and softball throw (coordination) with the 14-15 age group having best performances on all seven items of the Special Fitness Test.
5. Significant differences were found among mean performances of the social development groups on the seven items of the Special Fitness Test with the high social ages having best performances.
6. Significant differences were found among the mean performances of the developmental age groups on the seven items of the Special Fitness Test with the 9-10 age group having best performances.
7. The standing broad jump best discriminated among the intellectual, social, racial, and developmental age groups, and the softball throw best discriminated among sex and chronological age groups.

KELA O. ADAMS. *The Effects of Adapted Physical Education Upon the Social Adjustment and Motor Proficiency of Educable Mentally Retarded Girls.* Doctoral dissertation, Indiana University, Bloomington, June 1970.

This investigation was designed to determine the effects of a one-semester adapted physical education program upon the motor proficiency and social adjustment of educable mentally retarded (IQ 50-79) junior high school girls. Three treatment groups were randomly selected from two public junior high schools. Experimental subjects (N-21) were taught in adapted physical education classes by the experimenter on alternate days for one semester. Control groups (one of 20 EMR's and the other of 23 intellectually normal girls) remained in regular physical education programs as they existed in their schools. Subjects were tested prior to and following the semester.

Comparisons were based on scores on the KDK-Oseretsky Tests of Motor Development, Cowell Social Adjustment Index, and Cowell Personal Distance Scale.

The following findings were based on results of this study:

1. Intellectually normal girls were superior in motor performance to mentally retarded girls prior to and following the semester of instruction in physical education. However, gains in motor performance significantly favored the retardates regardless of their program placement.
2. Teachers' judgments of social adjustment significantly favored normal subjects on initial and final ratings. However, net gain scores of EMR experimental subjects represented a significant improvement at the .01 level; the net *loss* score of the EMR control group indicated a significant loss in social adjustment at the .25 level. The net gain score of the intellectually normal subjects failed to reach significance.
3. Peer acceptance scores favored normal girls and EMR girls placed in the adapted program. The only significant *loss* in peer acceptance was noted among EMR girls who remained in the regular physical education program.

General conclusions included:

1. Participation of EMR girls in physical education was associated with greater motor performance gains than noted among intellectually normal girls receiving the same amount of instruction. However, the adapted program appeared to be no more effective than the regular program in promoting motor development among EMR girls.
2. Social adjustment among EMR girls appeared to be achieved better through participation in adapted physical education programs rather than through retention in regular physical education classes.

ETOYAL G. SMITH. *A Comparison of Two Methods of Teaching Motor Skills to Trainable Retarded Children.* Doctoral dissertation, University of Alabama, University, Alabama, 1969.

This study was conducted to determine the effectiveness of two methods of teaching selected motor skills to trainable mentally retarded children. Method I consisted of conventional means of teaching motor skills and was used with the control group. Method II consisted of techniques used in Method I plus the experimental treatment of video feedback; this was used with two experimental groups. These two groups received video feedback during each class period. An Ampex 7000 VIT, a television camera, and a monitor were used for the taping and replay of the performances of the students. Subjects consisted of 27 trainable students who were enrolled in the academic school program at Partlow State School and Hospital (Tuscaloosa, Alabama).

Three units of activities were selected for the study: Unit I included skills in walking a balance beam forward, sidewise, forward carrying an object, and backward; Unit II, an obstacle course, involved stepping in boxes, stepping over a low hurdle, and crawling under a high hurdle; Unit III included skills of throwing, catching, bouncing, and bowling a ball.

Preperformance and postperformance of each subject were recorded on videotape for each of the three units. Scoring for each unit was based on ratings of three teams of experts who rated preperformance and postperformance of each subject. Comparisons were made to determine significance in improvement between groups on each unit of activity. In addition, this study provided the opportunity to analyze the validity of the ratings of evaluation teams by comparing the ratings of the three teams against each other for significant differences. The Lindquist Type I Design analysis of variance was used to determine significant interactions between groups.

The following findings resulted from this study:

1. No statistically significant differences (at the .05 level of confidence) were found in improvement of skills from preperformance to postperformance on any of the three units (balance, obstacle course, ball handling) as a result of the experimental treatment.

Significant differences (at the .20 level of confidence) were evidenced for Group III.

3. The three evaluating teams were consistent in their ratings of all three groups in balance. However, some inconsistencies appeared in their ratings in the obstacle course and ball handling units.

Challenge RESEARCH

G. Lawrence Rarick and D. Alan Dobbins. *Basic Components in the Motor Performance of Educable Mentally Retarded Children: Implications for Curriculum Development.* Berkeley, California: University of California (Department of Physical Education), August 31, 1972. Final report of Project #142714, Grant #OEG-0-70-2568(610), Bureau of Education for the Handicapped, U.S. Office of Education, Department of Health, Education, and Welfare.

Purposes of this investigation were to (1) determine factor structure of motor abilities of mentally retarded boys and girls (N - 261, CA 6 to 13, IQ 41 - 95) and to ascertain the extent to which factor structure differed by chronological age and sex; (2) determine if factor structure of motor abilities of EMR children differed from that of intellectually normal children (N - 145) of same age and sex; (3) provide baseline data from which motor performance of EMR children and normal children could be compared; and (4) prepare appropriate guidelines for curriculum development based on findings of the study. After considerable preliminary investigation, 61 tests were selected for the following basic components: static muscular strength, explosive muscular strength, muscular strength-endurance, gross body coordination, cardiorespiratory endurance, limb-eye coordination, manual dexterity, static balance, dynamic balance, kinesthesis, flexibility, speed and coordination of gross limb movements, body fat, and body size. Intercorrelations were run and resulting matrices factored on 47 test items sufficiently reliable to be used in final computations. The 30-month investigation concluded that EMR children were considerably less able in motor tasks requiring elements of muscular strength and power, gross and fine motor control, flexibility, and balance than intellectually normal children of the same age and sex. Reasons for this deficiency were not clear. The fact that on almost all of the tests some of the children scored well above the mean of the normal children suggested that the deficiency was not solely a function of subnormal intelligence. This was further supported by the low correlations between scores on performance tests and IQ scores. Markedly greater deposits of body fat in retarded as compared to normal children was indicative of insufficient physical activity on the part of the retarded and a limited involvement in motor pursuits. Factor structure of motor performance of retarded children, while differing somewhat by age and sex, was strikingly similar and did not vary greatly from that of normal boys and girls. This suggested that the orientation of the program of physical education for retarded children need not be materially different from that offered to normal children provided consideration is given to their retarded motor development and to difficulties many of them have in comprehending motoric requirements of particular motor skills. Particular attention needs to be given to the faulty movement patterns characteristic of many of these children, to their lack of muscular strength and flexibility, and to their limited facility in balance tasks. Individual differences in motor performance of EMR boys and girls were considerably greater than in the intellectually normal children. This means that a program of instruction to be successful with EMR children must give particular attention to diagnosing individual strengths and weaknesses in the motor domain and must individualize instruction accordingly.

Robert Joseph Janus. *A Study of Motor Performance In Relation to Persistence of Effort of Hyperactive Brain Damaged Children.* Master's thesis. University of Maryland, College Park, 1966.

Purposes of this study were to determine relationships (1) between mental age of brain damaged children and length of time subjects were willing to spend repeating a simple motor task – walking patterns on an automated training machine, (2) between MA and number of tasks or trials subjects were willing to initiate during time spent with the machine, and (3) between CA of brain damaged children and temporal and quantitative responses on the machine. Subjects (N - 52; 10 female and 42 male) were drawn from five elementary schools (CA 5-10 to 13-11; IQ 38 to 114). Children with cerebral palsy and visible physical defects were not included. Correlations assuming both linear and non-linear relationships among time, trials, CA, and MA were computed; partial correlations were computed between time and MA and time and trials with CA held constant in each case. Results revealed a relationship between time and MA, time and CA, trials and MA, and trials and CA when non-linear relationships were assumed. These relationships were not found when linear relationships were assumed. Subjects tended to take a longer time to become satisfied as MA decreased, to take more trials as MA decreased, and showed more persistence of effort as MA decreased.

Peter G. Kramer. *Developmental Trends of Selected Performance Items In Mongoloid Males.* Master's thesis. Springfield (Massachusetts) College, August 1969.

This study was designed to examine and compare development of selected motor performance items at different age levels (10, 15, 20, 25, and 30 years of age) in institutionalized mongoloid males (N - 38; IQ 30 to 50) with normal (N - 43) controls. Participants were measured for reflex time (patellar tendon reflex), reaction time (Creighton Hale Reaction Analyzer), performance time (Creighton Hale Reaction Analyzer with two keys), and grip strength (Smedly Hand Dynamometer). Within limitations of this study, the following conclusions were made: (1) no differences were found between reflex time of mongoloid and normal subjects and according to age; (2) performances of mongoloid subjects were found inferior to those of normal subjects in reaction time, performance time, and strength; (3) normal subjects showed developmental changes in reaction time and grip strength with continued improvement throughout the age range of 10 to 30 years and with less improvement after 20 years of age; (4) mongoloid subjects showed developmental changes in performance time and grip strength but responses did not continue to improve throughout the period of 10 to 30 years of age as with normal subjects; and (5) mongoloid subjects were generally incapable of making rapid conscious responses.

Jean Elizabeth Calder. *A Motor Age for Severely and Profoundly Retarded Children.* Master's thesis, University of Connecticut, Storrs, 1970.

The purpose of this study was to develop a means of determining motor age of severely or profoundly mentally retarded children and to pilot motor age profiles that give a diagrammatic representation of the range and specificity of an individual's motor ability. It was hoped to provide practitioners with a test to enable them to measure individual motor ability of children, to establish current level of functioning of individual children, to use as a basis for an individualized physical activity program, and to measure a child's progress. Subjects consisted of 37 boys and 19 girls (CA 4-1 to 18-11, X 10-2, boys X 9-4, girls X 11-7; IQ 51 down); 82 test items, classified as to *balance and maintenance of posture, locomotion,* and *receipt and propulsion,* were scored on a pass/fail basis. Long and short form tests were developed to discriminate motor age from 6 to 60 months (short form of 41 items is used only above 15-months). Items omitted to establish short form were those passed by all or almost all suspects; items below 15-months level only discriminated non-ambulatory, very low, or erratic youngsters. Among conclusions of the authors were that functional abilities and patterns of exceptional children are different from normal children with same raw scores and motor age does provide information different from other available measures and thus gives important data about severely and profoundly retarded. Specific mention is made of the importance of looking at individual motor patterns and specific abilities of youngsters rather than general trends based on such characteristics as CA, mental level, or diagnostic category.

Bengt Nordgren. "Physical Capabilities in a Group of Mentally Retarded Adults," *Scandinavian Journal of Rehabilitation Medicine* 2:125-32, 1970. "Physical Capacity and Training in a Group of Young Adult Mentally Retarded Persons," *Acta Paediat. Scandinavia* Supplement 217:119-21, 1971. With Lars Backstrom. "Correlations Between Muscular Strength and Industrial Work Performance in Mentally Retarded Persons," *Acta Paediat. Scandinavia* Supplement 217, 1971.

A group of young mentally retarded persons (39 men; 24 women; CA 19-39; IQ 30-70) undergoing habilitation industrial training in Sweden were studied with bicycle ergometry (including heart rate, ECG, blood pressure, respiratory frequency at rest and after action), maximal isometric muscular strength evaluation, and anthropometric measurements, and compared with a normal population. Subjects were also divided into educable and noneducable groups for comparisons. Study of mean physical capabilities showed: (1) skeletal development of trainees provided no constitutional barrier to training of muscle strength since no significant difference in body build existed between this group and the normal population; no significant differences were found in anthropometric data between educable and noneducable trainees; (2) lower muscular strength of trainees than in normal persons; this was more pronounced in noneducable; (3) considerable variation of trainees' circulatory functional capacity although mean (average) physical work capacity values did not deviate essentially from those of normal population; this was noted especially in male group in which all trainees did not complete the bicycle ergometry task. A program of gymnastic training—one hour twice a week for two months—was carried out with some subjects. Physical work capacity was about 30% higher in the men after training; in the female group, no appreciable difference was found. The industrial work of trainees at no stage demanded great physical effort so physical work capacity was not expected to be a determining factor for industrial work achievement. This fits also with the finding of no correlation between assessment of industrial work and results of bicycle ergometry tests. However, a distinct correlation was found in the men (but not the women) between muscle strength, especially in the upper extremities, and industrial work.

Note: For additional information about this study and reprints contact Bengt Nordgren, M.D., Department of Clinical Physiology, University Hospital, S-750 14, Uppsala, Sweden.

Merrill Mathew Oaks. *An Evaluation of the Effectiveness of a Developmental Sequence for Teaching an Industrial Education Psychomotor Task to Severely Mentally Retarded Students.* Doctoral dissertation, University of Maryland, College Park, 1970.

This study was designed to develop, implement, and evaluate a method for teaching industrial education motor skills to severely mentally retarded boys 8-15 years of age. Effectiveness of the method was evaluated by comparsion of prior knowledge, initial learning, and retention as measured by a performance rating of scribing, sawing, time, and safety administered prior to, immediately following, and 10 days following the instructional period. The instructional program was conducted for five days; no instruction took place during the 10-day period after the post-test. Results revealed that the sequential method utilized was effective for teaching a scribing-sawing psychomotor task to severely retarded boys; the method was also responsible for significant retention of learning. It was felt that a similar sequential technique could be applied to teaching other industrial activities and academic subjects and for teaching children of higher ability levels. It could also be used by regular classroom teachers who instruct specialized subjects.

ADDITIONAL RESEARCH READING

Donald C. Rainbow. *Comparison of Expressed Leisure Interests in Educable Mentally Retarded Boys and Normal Boys.* Doctoral dissertation, University of Minnesota, Minneapolis, 1971.

Harry Moffett and Linda O. Moffett. *The Effect of a Diagnostically Designed Program on the Recreative Functioning Level of the Trainable Mentally Retarded Child.* Master's thesis, Florida State University, Tallahassee, June 1970.

Norma Sewell. *Sequential Recreation Activities Suggested for Use in the Development of Body Image and Body Position in Space.* Master's thesis, Florida State University, Tallahassee, June 1970.

Challenge RESEARCH

John Charles Wells. *Improving the Health Status of Blind Mentally Retarded Children Through Adapted Physical Education.* Doctoral dissertation. Indiana University (Bloomington), September 1971.

This study was designed to develop programs of individually prescribed adapted physical education activities to improve the health status of six blind and mentally retarded children (3 boys, 3 girls; Ca 9-3 to 13-1; IQ 12 to 60; MA 18 months to 6-0). Each of the six children received initial medical and manual muscle examinations. On the basis of health problems noted from these examinations and those found in each child's health history record, individual and group physical education activities were prescribed for each child. Monthly visits were made to the homes of the children to talk with parents and to find by personal observation the home conditions of each child. At the conclusion of the investigation each of the children received final medical and muscle examinations from the same individuals who conducted initial examinations. Final evaluations of the health status of subjects were based on improvements noted.

Findings of the investigation included: (1) health status of the six children improved during the time they participated in this investigation; (2) amount of improvement was different in each of the six children; (3) an unexpected leadership ability evolved in three of the children which permitted them to conduct activity and calisthenic periods; and (4) special techniques for children who were both blind and mentally retarded had to be utilized when conducting physical education. Conclusions were: (1) children who are both blind and mentally retarded prefer a limited number of activities within a fixed routine with continuity from an old activity to a new one; (2) adapted physical education programs should be conducted every day with blind retarded children to provide them with needed physical activity and should be coordinated with other activity programs in regard to activities and terminology; (3) all staff members working with blind retarded children should be given in-service training in first aid; and (4) home visits should be used to coordinate the school physical activity program and the home activities.

Leonard H. Kalakian. *Predicting Academic Achievement from Perceptual-Motor Efficiency in Educable Mentally Retarded Children.* Doctoral dissertation. University of Utah (Salt Lake City), August 1971.

This study purported to investigate possible relationships between educable mentally retarded youngsters (N-20; MA 7-0 to 8-9) level of perceptual-motor efficiency as measured by the Purdue Perceptual-Motor Survey (PPMS) and academic achievement as measured by reading and arithmetic subtests of the California Achievement Test. A related purpose was to develop an abridged form of the PPMS. Data were analyzed in terms of various correlations and regression statistics to predict academic achievement from P-M efficiency. Since seven significant correlations (r .44 to .66) existed between P-M efficiency and academic achievement it was concluded that certain measures of P-M efficiency are capable of predicting academic achievement with varying degrees of accuracy. Certain PPMS items tended to measure common P-M characteristics and could possibly be eliminated from the present battery. The fact that P-M efficiency measures did not more accurately predict academic achievement suggested (1) P-M efficiency is but one of many factors which influence academic achievement, (2) P-M efficiency may be more or less important in academic achievement depending upon age or achievement levels, and (3) academic achievement as measured in this investigation may require forms or levels of P-M efficiency not measured by PPMS.

Alvin Dwayne Harkleroad. *The Effect of A Planned Program of Physical Education Upon the Motor Performance of Educable Mentally Retarded Eighth Grade Boys.* Master's Thesis. University of Maryland (College Park), 1966.

The purpose of this study was to determine the effect of selected physical education units on motor performance of educable mentally retarded boys (N-39; CA 13 to 16; IQ 60 to 80) integrated in public school eighth grade physical education classes. Test items (dodge run, balance test, hand dynamometer, vertical jump, and 50 yard dash of which 30 yards were timed) were administered to students in three different physical education classes at the beginning and end of five week units – groups took part in health education activities, tumbling, and track and field activities. There were no significant differences among classes in age, IQ, and in each of the motor performance items at the beginning of the programs. Both activity groups did significantly better on the post test dodge run than the health group but were not significantly different from each other; on all other items there were nonsignificant trends favoring the activity groups. The investigator concluded that track and field activities brought about greater improvement in motor preformance of EMR boys than tumbling; track and field and tumbling are activities appropriate for the educable mentally retarded, and five week units are not too long to hold the interest of the educable mentally retarded.

Terry R. Finke. *Participation by Educable Mentally Retarded Males in Secondary Interscholastic Athletics.* Master of Education research paper. University of Missouri (Columbia), April 1972.

Purposes of this study were (1) to determine the participation in interscholastic athletics by educable mentally retarded males in grades 9-12, and (2) to study recommendations made by authorities concerning EMR males participating in interscholastic athletics in grades 9-12. Questionnaires were sent to 38 special education directors in Missouri schools and to 10 randomly selected individuals considered authorities in the field of mental retardation. Analysis of results showed that 50 boys from 27 schools participated in interscholastic sports including football, basketball, track, baseball, wrestling, and cross country; several lettered, a few made all conference teams, and one gained all state honors. Problems in and benefits of participation were realistically and honestly delineated with overwhelming endorsement given to encouraging EMR boys to participate in a variety of interscholastic athletic activities. General conclusions included: (1) benefits outweigh special problems, (2) opportunities for participating in interscholastic activities are limited for the EMR so that more needs to be done to encourage them to participate in athletics, (3) many individuals fail to recognize detrimental effects of deprivation, poor nutrition, and related areas on motor performance and physical performance of EMR, and (4) active participation by EMR in interscholastic athletics should be encouraged.

Gene A. Hayes. *A Case Study of Municipal Recreation Programs for Senior Citizens and the Handicapped*. Doctoral dissertation. Denton: North Texas State University, August 1971.

This investigation studied the programs Texas municipal parks and recreation departments provide for *senior citizens, mentally retarded, physically handicapped,* and *emotionally disturbed*. Data were first gathered from a statewide feasibility survey, which included all municipal parks and recreation departments in Texas. The survey provided sufficient evidence to indicate that a more intensive case study was warranted, and 15 municipal parks and recreation departments were selected as case studies.

Only municipal parks and recreation departments which provided recreation programs for at least two of the four special groups were considered. Five departments were included in each of three categories: departments providing recreation services to (1) all four special groups, (2) to three of the groups, and, (3) to two of the groups. Criteria used to aid in selecting cases were number of participants in programs, population of communities, and geographical location of communities.

Detailed information about each of the 15 selected case studies is reported. Findings obtained in each case were studied carefully for similarities and reported according to the following areas: (1) when and how programs developed, (2) philosophies, (3) finances, (4) leadership, (5) locating participants, (6) determining activities, (7) cooperating agencies, (8) communications and public relations, (9) transportation, (10) liability coverage, medical clearance, physical examinations, (11) most and least effective activities, and (12) factors contributing to the success of the program. Recommendations for developing a recreation program for handicapped and senior citizens in the community are presented, with special attention to each of these areas.

Joan May Moran. *The Effects of the Front Crawl Swimming Stroke on Trainable Mentally Retarded Children*. Doctoral dissertation. University of Utah (Salt Lake City), August 1971.

This study purported to determine effects of participating in a program in which the front crawl swimming stroke was taught on development of IQ (Peabody Picture Vocabulary) and social competence (Vineland Social Maturity Scale) of trainable mentally retarded children (N=20; CA 5-4 to 7-1; IQ 25 to 55), and to determine if participating in this program was more effective than performing conventional developmental tasks (e.g., puzzles, color and shape recognition, lacing shoes, building blocks, kitty in kegs, stack color and size sets). Subjects were divided into two matched groups according to CA, pretest MA, pretest social age, and sex; each group participated in its respective activities in two 30-minute sessions per week for ten weeks. Hawthorne (halo) effects were controlled by having same time allotments and schedule for each group, all instruction on a one-to-one basis, and the same teacher and aides taking part in both programs. Data indicated that for these youngsters, participating in and learning front crawl swimming stroke resulted in significant improvement in both IQ and social competence scores; subjects who performed developmental tasks improved significantly only in social competence score. Conclusions were that TMR children can improve in social competence when given individual attention, and swimming front crawl has potential for bringing about significant increases in IQ scores.

Maurice W. Collins. *A Survey of Physical Education Programs for Special Education Students in the Public Schools of New Hampshire*. Masters thesis. University of Maryland (College Park), 1972.

Special questionnaires were sent to all special education (221) and all physical education (262) teachers in New Hampshire to gather information about physical education programs for special education students. A personal interview questionnaire was sent to 13 randomly selected physical education teachers to determine program content of representative schools and to identify consistencies among existing programs. Important trends gleaned from the responses of 148 special educators and 140 physical educators included: (1) all special education students received some form of physical education through two years of high school; (2) programs varied from biweekly to three times per week; (3) great variations of grade and ability levels were found in the same class; (4) although many school systems did not possess up-to-date guides for regular physical education and only three reported special physical education guides, progressive units built on previously taught skills and lesson plans were reported by all physical education teachers; (5) elementary special education students were usually known to the physical education teacher or an entire special education class came as a unit to physical education; (6) few school systems had secondary level special education programs, and notification about students with special physical education needs was poor; (7) few physical education teachers were interested in conferences concerning special education students; (8) all special education students were permitted to participate in interscholastic athletics and some were successful members of varsity teams; (9) special students competed successfully in intramural programs; and (10) carryover activities were taught in all schools so students could continue at home during non-school time and after graduation.

Courtney, G. Louise. *Effects of a Program of Physical Activities on the Balance of Elementary Educable Mentally Retarded Children*. M.Ed. in Physical Education, 1972.

During the nine month 1971-72 school year, two 30-minute class periods each week were devoted to an instructional program in physical education. The control group (9 EMR boys and girls) participated in a physical education program similar to the experimental group (12 EMR boys and girls), except that various activities designed to develop balance were employed with the experimental group. The Balance Stick Test, first right then left foot, Leaping Footprint Test, Springfield Beam Walking Test, and Dodging Run Test were administered to each group prior to fall-winter indoor and spring outdoor programs, and at the end of the school year. Results of pretest and post-test indicated that no significant differences existed between means of control and experimental groups on any of the test items. Mean performances of the experimental group improved significantly on Springfield Beam Walking Test and Leaping Footprint Test, while the control group showed significant improvement on Leaping Footprint Test, and Dodging Run Test. Neither group showed significant improvement in static balance as measured by Balance Stick Test.

Challenge RESEARCH

Katherine Nessler Jenkins. *The Relationship Between Participation in Physical Education Instruction and the Gross Motor Performance of Institutionalized Trainable Mentally Retarded Boys.* Master's thesis. Denton: Texas Woman's University, August 1968.

This study investigated the efficacy of physical education instruction as a means of improving gross motor performance of TMR boys (N = 38; CA 9 to 14; IQ 20 to 50). Experimental and control groups were compared on Heath rail walking, standing broad jump, 30-yard dash, and an original hopping test. The experimental group met an hour daily, five days per week for seven weeks, receiving both individual and group instruction; each period was divided into four segments with 10-12 minutes spent in walking, running, hopping, and jumping activities. Various behavior modification techniques and procedures were also used. Difference among all pretest scores were nonsignificant; posttest scores showed significant improvement and differences favoring the experimental group in all but the 30-yard dash. It was concluded that TMR boys can improve basic skills of rail walking, jumping, and hopping when given these movements over a period of seven weeks.

H. D. Bud Fredericks. *A Comparison of the Doman-Delacato Method and Behavior Modication Method Upon the Coordination of Mongoloids.* Teaching Research, A Division of Oregon State System of Higher Education, Monmouth, Oregon.

This study examined over a nine-week period, the effects of Doman-Delacato method and behavior modification procedure (only social reinforcement) on coordination of mongoloid children (N = 63; CA 7-0 through 12-8). Subjects were randomly assigned to one of six groups: two which received Doman-Delacato method, two which received behavior modification procedures, and two control groups. One group of each pair was pretested and tested every two weeks during training while the others received no testing until completion of training. The Doman-Delacato Profile and a modification of the Lincoln-Oseretsky Motor Development Scale were evaluation instruments used in the study.

No signicant differences were found between results of the two treatment methods, although children receiving behavior modification demonstrated at the conclusion of the study more improved coordination than did children receiving Doman-Delacato method. There were no significant differences between results achieved by children receiving Domen-Delacato method and the control group although those receiving Doman-Delacato method did demonstrate more improved coordination than did the control group. Significant improvements in both gross and fine motor coordination were achieved by children receiving behavior modification as compared to the control group. It is also noteworthy that gains made by children receiving behavior modification treatment were retained after a three month period during which no treatments were administered; this seems to indicate that gains made were stable.

It was concluded that behavior modification methods have merit as a technique of improving motor coordination; it was the most successful treatment of those examined for improving coordination in a mongoloid population. The study also demonstrated that a systematic program could achieve results in improving coordination. Conceivably the Doman-Delacato treatment might have had a more demonstrable effect over a longer treatment period; similarly, the effect of more extensive behavior modification treatments remains to be demonstrated. The shapes of learning curves for both treatment groups at the conclusion of the study afforded only minimal clues.

John Arwyn George Gittins. *The Effects of a Program of Modern Educational Dance on the Perceptual-Motor Skills and Psycholinguistic Attributes of Trainable Mentally Retarded Children.* Master's thesis, University of Saskatchewan, Saskatoon, Saskatchewan.

Current theories suggest a progressive hierarchy of skills from motor through perceptual to cognitive. The aim of this study was to determine effects of modern educational dance on measurable perceptual-motor skills (Cratty Los Angeles Perceptual-Motor Abilities Test), body image (Goodenough Draw-A-Man), psycholinguistic (Illinois Test of Psycholinguistic Ability) and intellectual (WISC) skills of trainable mentally retarded children attending a public special education school. Sixty TMR children were randomly assigned to three groups: (1) *experimental* received sessions of modern educational dance three times weekly for twelve weeks, (2) *Hawthorne* had quiet classroom activities such as records, story-telling, games, and films, and (3) *control* had no extra activities. At the end of the experimental periods all children were tested with the various instruments; differences in posttreatment performances were tested by analysis of covariance. Three tests discriminated in favor of the experimental group: visual closure (I.T.P.A.), gross agility (P.M.A.), and Draw-A-Man; no significant differences were found for other tests administered. A longer period of treatment may have yielded more extensive effects, but under conditions of this study, gains were restricted to skills which clearly have elements in common with modern educational dance.

Lane A. Goodwin. *The Effects of Two Selected Physical Education Programs on Trainable Mentally Retarded Children.* Doctoral dissertation, University of Utah, 1970.

This study was designed to compare the effects of selected physical education programs—individualized movement exploration and group oriented activities—on social maturity as measured by the Vineland, physical fitness as measured by the Hayden Test, and IQ as measured by the Peabody Picture Vocabulary Test, of trainable mentally retarded children (N-30; CA 10-15; MA 3-10—6-8). Subjects took part in their respective programs 30-minutes per day, five days per week for 10 weeks. Higher levels of physical fitness were obtained through traditional physical education (group oriented) programs. Physical fitness, IQ, and social maturity were all improved by either program although IQ was affected more through movement exploration.

Ricardo Chavez. *Effects of Three Physical Education Programs on Selected Fitness Components of Educable Mental Retardates.* Doctoral dissertation, University of Southern Mississippi, May 1970.

This study was designed to determine the effects of three physical education programs on agility, balance, power, speed, and strength of educable mentally retarded boys (N-45; CA 6-9 to 17-5; IQ 50 to 82). Subjects were randomly selected and assigned to one of three groups on the basis of pretest scores on the five criterion measures. Groups were programmed so that Group I participated in activities related to the tested items; Group II spent half of each period in related activities and half in game activities; Group III took part in games only. Classes were held for 30 minutes daily, five days per week for six weeks. Only significant improvement was found in the standing broad jump (power measure) for Groups I and II.

Dolores Geddes Musgrove. *A Factor Analytic Study of Perceptual Motor Attributes as Measured by Selected Test Batteries.* Doctoral dissertation, University of Northern Colorado, Greeley.

Scores of 80 first and second grade level public school children (CA 5-11 to 7-6) were factor analyzed on the 28 test items of *The Perceptual-Motor Attributes of Mentally Retarded Children and Youth* battery (Cratty) and *The Purdue Perceptual-Motor Survey* (Roach and Kephart). Ten factors were extracted and nine of them named: visual tracking, visual discrimination and copying of forms, visual discrimination and copying of rhythmic patterns, verbal body image, dynamic balance, spatial body perception, postural maintenance, visual discrimination and copying of motor patterns, and gross agility. The study indicated that the individual test items are very specific in nature and measure very specific perceptual motor acts since items purported to measure the same general skill loaded on different factors.

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FROM THE
AAHPER UNIT ON PROGRAMS FOR THE HANDICAPPED

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PRACTIAL GUIDE FOR TEACHING THE MENTALLY RETARDED TO SWIM

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PROGRAMMING FOR THE MENTALLY RETARDED IN PHYSICAL EDUCATION AND RECREATION

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Covers the objectives of recreation, brief description of mental retardation, what play can mean for the retarded, objectives and desired outcomes of programs in physical activity, organization and teaching, and suggested specific activities. Annotated bibliography of source materials. 1966.

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SPECIAL OLYMPICS INSTRUCTIONAL MANUAL – FROM BEGINNERS TO CHAMPIONS

Covers activities, methods, teaching/coaching hints, and progressions for conditioning and fitness, track and field, volleyball and swimming appropriate for youngsters of all ages, at all performance levels. Developed primarily for use by aides, volunteers, and classroom teachers of mentally retarded youngsters, but equally useful for professionals in the fields of physical education, recreation, sports, and athletics. Published jointly with the Joseph P. Kennedy Jr. Foundation. 1972.

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